MY WORKBOOK IN SPELLING

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MY WORKBOOK SPELLING

GRADE SIX

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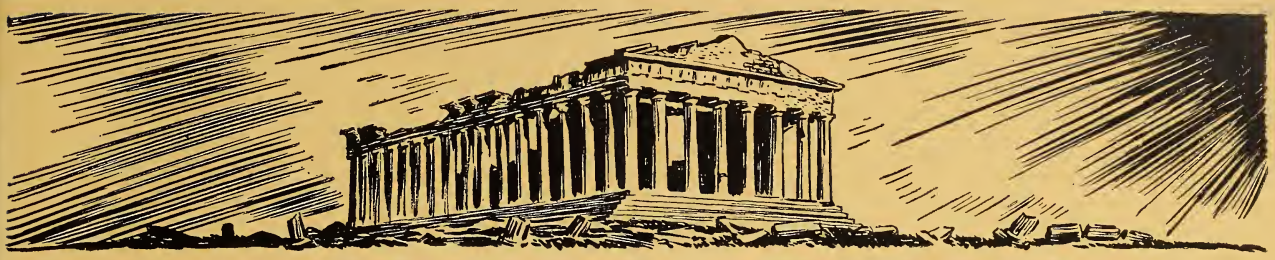

1. Gifts from the Ancient World

We seldom stop to think of our great gifts from the ancient world—gifts of medicine, poetry, the theatre, and sculpture. The very alphabet in which this story is written came from the ancient world.

It was the custom long ago for a well-known writer or poet to dedicate a great work to a famous person. A sculptor would spend his life making a perfect statue of a god or goddess to decorate the entrance to a temple. A great statesman would spend large sums of money for a medal made with his likeness on it.

From the remains of these great works and from copies made of them, it is possible to trace the Greek and Roman influence all about us. A trip to the art gallery or library shows us that this influence is generally the greatest in the fields of art and literature.

New Words

seldom	alphabet	statue	copies
ancient	custom	decorate	trace
medicine	writer	entrance	gallery
poetry	poet	temple	generally
theatre	famous	medal	literature

1. Your teacher or one of your classmates will read the story aloud. Talk about the story.
2. Find each of the New Words in the story. Pronounce them carefully. Underline them in the story.
3. Use each New Word orally in a sentence.
4. Copy the New Words in the blanks below and in the opposite column.

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Working with Words

1. Write the words in the first two columns of New Words below. Underline each syllable in them.

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2. Write in alphabetical order the New Words in the last two columns.

(1)---------- (6)----------

(2)---------- (7)----------

(3)---------- (8)----------

(4)---------- (9)----------

(5)---------- (10)----------

Finish copying the New Words here.

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My First Test

On Wednesday of each week you will take your first test.

1. Listen carefully as your teacher pronounces each word. Say the word to yourself after her. Write each word after its number.

2. Put a X after each word that you misspelled. Count the number of words you spelled right. Write this number where it says *My First Score.*

3. The words you misspelled are your Hard Words. Write them correctly in the third column below.

1. _____	11. _____	1. _____
2. _____	12. _____	2. _____
3. _____	13. _____	3. _____
4. _____	14. _____	4. _____
5. _____	15. _____	5. _____
6. _____	16. _____	6. _____
7. _____	17. _____	7. _____
8. _____	18. _____	8. _____
9. _____	19. _____	9. _____
10. _____	20. _____	10. _____

My First Score _____ Is every word right? _____

Learning My Hard Words

Each Thursday you will study your Hard Words.

1. Turn to the inside of the back cover of this book. Read and follow the steps for learning to spell a word as you study your Hard Words. Practise writing your words on a separate sheet of paper.

2. When you are sure that you know your Hard Words, write them correctly in the blanks below.

3. If you have no Hard Words for the week, you may write in the blanks words that you use in your other work.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

My Friday Test

Each Friday you will take a test to see how well you have mastered the words for the week.

1. Turn to page 73 of this book and find the space for writing your first Friday test.

2. Listen carefully as your teacher pronounces each word. Then write it correctly.

3. When you have finished your test, correct your paper carefully. Did you misspell any words? If you did, put a X beside each of them.

4. Write correctly any words that you misspelled in the space in the next lesson called *Words I Misspelled in Last Friday's Test.* On Thursday of next week study these words again.

My Progress Chart

On page 96 you will find a chart where you may keep a record of your Friday tests. Study the directions for marking your chart. Watch your record improve!

2. The Gifts of Law and Language

Many of our ideas of freedom and liberty have come directly from England, but our government and our court practice include much that is Roman. The Romans were the earliest people to develop a sense of justice based on law. One of their principal gifts to the world was a code, or collection, of laws. Although the Romans were selfish in their desire to conquer other peoples, they had a special understanding of government. They were able to extend their power to distant parts of the continent of Europe, and even to Asia and Africa.

Our language is rich with words taken from Latin, the language of the Romans. It would be hard to write a paragraph without using some of them. A few are *celebrate*, *marry*, *relation*, *ornament*, *division*, *sample*, *feeble*, and *funeral*.

New Words

liberty	justice	continent	ornament
court	desire	paragraph	division
include	conquer	celebrate	sample
earliest	special	marry	feeble
develop	distant	relation	funeral

1. Read the story and talk about it.
2. Pronounce the New Words. Underline them in the story. Then use them orally in sentences.
3. Write the New Words in the blanks below.

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Working with Words

1. Write **include** and **celebrate**. Before adding **ed** or **ing** to such words, drop the final e. For example, **include** + **ed** = **included**; **include** + **ing** = **including**. Add **ed** and **ing** to **include** and **celebrate**.

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2. A syllable is a word or a part of a word that has one vowel sound and is spoken as a unit. For example, **include** is a two-syllable word, and **celebrate** is a three-syllable word. Write these words in two columns: **paragraph**, **ornament**, **feeble**, **relation**, **funeral**, **special**, **liberty**, **desire**, **earliest**, **justice**, **sample**, **marry**. Place the two-syllable words in the first column and the three-syllable words in the second column.

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3. Arrange these words in alphabetical order: **division**, **court**, **distant**, **develop**, **continent**, **conquer**. How shall you decide whether **continent** should come before or after **conquer**?

(1)---------- (4)----------

(2)---------- (5)----------

(3)---------- (6)----------

My First Test

Write each New Word below:

1. _____ 11. _____
2. _____ 12. _____
3. _____ 13. _____
4. _____ 14. _____
5. _____ 15. _____
6. _____ 16. _____
7. _____ 17. _____
8. _____ 18. _____
9. _____ 19. _____
10. _____ 20. _____

Write your Hard Words:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

My First Score _____

Is every word right? _____

Learning My Hard Words

Reread the directions for studying your Hard Words. When you know your Hard Words, write them below. If you have no Hard Words this week, you may write other words that you use.

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

Words I Misspelled on Last Friday's Test

Study these words when you have learned your Hard Words for the week.

_____ _____
_____ _____
_____ _____

Review Words

Study these words on Thursday. The Review Words will be a part of your Friday test.

generally	copies	ancient	decorate
literature	theatre	medicine	entrance

Write your Review Words here.

_____ _____
_____ _____
_____ _____
_____ _____

Other Words to Spell

Here are other words that you may learn whenever you have extra time.

govern monument accent pronounce

My Friday Test

Turn to page 74 for your Friday test.

3. The Gift of People

In the first chapter of our history we read of little ships bearing people to our shores. Both sturdy farmers and wealthy gentlemen of fashion with frilled collar came. Men of royal blood as well as those of humble birth had to toil in order to live. They had no choice. From castle and cottage they came, hoping that success would crown their efforts in this great adventure. As more people began to arrive, Acadia was settled and the boundary of the New World was pushed farther west.

Later men came from all of Europe. Many sought to obtain **relief** from poverty. Having found shelter in Canada, they married and built homes. As our population increased, we made rapid progress in becoming a nation. Brave men, determined men, strong men—they gave their lives to Canada.

New Words

chapter	royal	adventure	shelter
wealthy	birth	arrive	married
gentlemen	choice	settled	population
fashion	castle	boundary	increased
collar	crown	relief	progress

1. Read the story and talk about it.
2. Pronounce the New Words. Underline them in the story. Then use them orally in sentences.
3. Write the New Words in the blanks below.

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Working with Words

1. Find **boundary**, **population**, **married**, and **adventure** in your dictionary. Say them softly to yourself by syllables. Write the words and underline each syllable.

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2. A noun is called *singular* if it means only one. It is called *plural* if it means more than one. Most nouns form their plural by adding **s** or **es** to the singular. For example, **girl—girls**; **class—classes**. Write these singular nouns: **chapter**, **collar**, **fashion**. Add **s** to each one to form the plural. Write each plural noun.

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3. Write **gentleman**. Write the New Word that is the plural form of **gentleman**.

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4. In order to make it easier to learn how to pronounce words, they are shown again in the dictionary according to their sounds. For example, **re lief'** (rē lēf'). Say the word. Write it. Pay special attention to the spelling of the second syllable.

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5. The words **choice**, **castle**, and **arrive** end in silent **e**. Write these words. Cross out the silent **e**.

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6. Write in alphabetical order the New Words not included in exercises 1 to 5.

(1)---------- (5)----------

(2)---------- (6)----------

(3)---------- (7)----------

(4)---------- (8)----------

My First Test

Write each New Word below:

1. _____ 11. _____
2. _____ 12. _____
3. _____ 13. _____
4. _____ 14. _____
5. _____ 15. _____
6. _____ 16. _____
7. _____ 17. _____
8. _____ 18. _____
9. _____ 19. _____
10. _____ 20. _____

My First Score _____

Write your Hard Words:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Is every word right? _____

Learning My Hard Words

Follow the directions for studying your Hard Words. If you have no Hard Words this week, write other words that you need to use.

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

Words I Misspelled on Last Friday's Test

_____ _____
_____ _____
_____ _____

Other Words to Spell

flee farewell expel toil

Review Words

library	develop	special	paragraph
received	celebrate	division	continent

1. Write your Review Words here.

_____ _____
_____ _____
_____ _____
_____ _____

2. Write the plural form of **paragraph** and **continent**.

_____ _____

3. Add **ed** and **ing** to **develop**.

_____ _____

My Friday Test

Turn to page 73 for your Friday test.

4. The Gift of Religion

The men of the Old World brought their chosen religion with them. As soon as each little group of travellers stepped ashore, a minister or priest offered a prayer of thanksgiving. Soon the men began to erect a church or a chapel in which to worship and to sing hymns of praise. Because of their faith in God's protection, these holy men and women were ready to accept whatever condition of life was in store for them. No hardship could force them to return to the comfortable homes which they had left forever.

After a time the promise of adventure began to coax the younger men beyond the frontier. Bravely they suffered the pangs of hunger or the horrible wounds of battle. With faith in the right and courage in the face of danger, they too carried with them the gift of religion.

New Words

chosen	chapel	accept	forever
religion	worship	whatever	hunger
minister	hymns	condition	horrible
prayer	faith	force	wounds
erect	holy	comfortable	courage

1. Read the story and talk about it.
2. Pronounce the New Words. Underline them in the story. Then use them orally in sentences.
3. Write the New Words in the blanks below.

Working with Words

1. Among your New Words find two ending in the word **ever.** Write them.

---

2. Write two New Words that are plural nouns.

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3. A letter or a syllable added to a word to form a new word is called a *suffix.* Common suffixes are **ed, ing,** and **ly.** Write **erect** and **accept.** Add the suffixes **ed** and **ing** to each one. Write the words.

---

4. Words which are pronounced alike but which are spelled in different ways and have different meanings are called *homonyms.* Find and write the New Word which is a homonym of **wholly.** Write **wholly.**

---

5. Be sure to write **u**'s and **n**'s carefully. The **u** is pointed but the **n** is rounded at the top. Write **hunger, wounds, courage,** and **minister.**

---

6. Write these words in alphabetical order: **condition, comfortable, chapel, chosen.**

(1)---------- (3)----------

(2)---------- (4)----------

7. Write these words: **worship, force, horrible, faith, religion, prayer.** After each word write the number that tells how many syllables the word contains.

My First Test

Write each New Word below:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

My First Score _____

Write your Hard Words:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Is every word right? _____

Learning My Hard Words

Follow the directions for studying your Hard Words. If you have no Hard Words this week, write other words that you need to use.

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

Words I Misspelled on Last Friday's Test

_____ _____

_____ _____

_____ _____

Other Words to Spell

mercy devote handful apiece

Review Words

search	boundary	relief	population
quietly	gentlemen	choice	increased

1. Write your Review Words here.

_____ _____

_____ _____

_____ _____

_____ _____

2. Write **belief** and the Review Word that rhymes with it.

_____ _____

3. Add **es** and **ed** to **search**. Write the new words.

_____ _____

My Friday Test

Turn to page 74 for your Friday test.

5. The Gift of Responsible Government

When Canada was young, she was allowed very little freedom to control her own affairs. Today, while we are still bound by a very close tie of empire to Great Britain, and consider it right and proper to pledge our loyal support to the British crown, great changes have come about.

In 1837 William Lyon Mackenzie made a request for responsible government but the British Governor, jealous of his position, said he feared this would bring about foreign expansion. Mackenzie did not await a peaceful settlement of the dispute. He led a fierce but short rebellion, although there was little doubt that the government would crush such an attempt. Finally, however, the British Parliament agreed to grant responsible government.

New Words

allowed	consider	jealous	doubt
freedom	pledge	foreign	crush
control	loyal	await	attempt
bound	support	dispute	finally
tie	request	fierce	agreed

1. Read the story and talk about it.
2. Pronounce the New Words. Underline them in the story. Then use them orally in sentences.
3. Write the New Words in the blanks below.

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Working with Words

1. Write the New Word whose first syllable is **free.**

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2. Write the New Words that rhyme with **round, royal, exceed,** and **pie.**

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3. Many words are hard to spell because they have silent letters. Such words are **pledge, foreign, dispute, doubt,** and **fierce.** Look at these words, saying each letter softly to yourself. Write the words.

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4. Write **allowed** and **finally.** Drop the suffix from each one and write a new word.

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5. In your dictionary find the meanings of **jealous** and **control.** Write a sentence using each word.

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6. Read these New Words: **support, await, crush, request, consider, attempt.** Add **ed** to each word and write it below. Say each new word softly.

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My First Test

Write each New Word below:

1. _____ 11. _____
2. _____ 12. _____
3. _____ 13. _____
4. _____ 14. _____
5. _____ 15. _____
6. _____ 16. _____
7. _____ 17. _____
8. _____ 18. _____
9. _____ 19. _____
10. _____ 20. _____

Write your Hard Words:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

My First Score _____

Is every word right? _____

Learning My Hard Words

Follow the directions for studying your Hard Words. If you have no Hard Words this week, write other words that you need to use.

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

Words I Misspelled on Last Friday's Test

_____ _____
_____ _____
_____ _____

Other Words to Spell

colonist wicked terror deceive

Review Words

believed force comfortable religion
certainly chosen accept minister

1. Write your Review Words here.

_____ _____
_____ _____
_____ _____
_____ _____

2. Write the plural form of **minister** and **religion**.

_____ _____

3. Make new words by adding **ed** and **ing** to **accept**. Write the words. Say them.

_____ _____

My Friday Test

Turn to page 73 for your Friday test.

6. Let's Make Sure

What to Do during Review Week

Every sixth week is Review Week. You may now review the words studied in the last five weeks. The directions below tell you what to do on each day.

Monday. Say the Review Words softly to yourself. Underline in the list all the words that you misspelled on the Friday tests during the last five weeks. Study each of these words. Follow the steps for study on the inside of the back cover. When you are sure that you know each of your hard words, write them in the space under *Words I Misspelled on My Friday Tests.*

Tuesday. If you did not have time to study all of your Review Words on Monday, finish working on them on Tuesday. Then start to do the exercises *Reviewing Your Words.* Do as many exercises as you can. Study again any words that are hard for you to spell.

Wednesday. Take a test on the first half of your Review Words. Check your paper carefully. If you misspell any words, write them in your list of Spelling Demons.

Thursday. Take a test on the second half of your Review Words. Check your paper. If you misspell any words, write them in your list of Spelling Demons.

Friday. Study the words that you misspelled on Wednesday or Thursday. If you did not misspell any words, you may finish the exercises called *Reviewing Your Words.*

Review Words

allowed	holy	whatever	population
liberty	erect	medal	literature
crush	royal	birth	paragraph
custom	doubt	hymns	adventure
sample	faith	arrive	consider
chapel	await	trace	boundary
seldom	chosen	desire	marry
support	funeral	progress	generally
collar	tie	poet	horrible
develop	prayer	attempt	medicine
force	relief	bound	decorate
control	choice	forever	continent
wounds	loyal	statue	gentlemen
poetry	feeble	castle	comfortable
increased	courage	pledge	religion
request	accept	famous	distant
division	married	fierce	gallery
crown	chapter	justice	celebrate
temple	court	jealous	condition
special	settled	shelter	freedom
hunger	dispute	foreign	copies
earliest	wealthy	agreed	ornament
finally	worship	theatre	fashion
relation	minister	ancient	entrance
writer	include	conquer	alphabet

Words I Misspelled on My Friday Tests

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Reviewing Your Words

1. Write the Review Words **marry** and **married**. Words like **marry**, which end in a consonant and **y**, change the **y** to **i** before adding **ed** or **es**. Change the **y** to **i** and add **es** to **marry**. Write the new word.

_____ _____

_____

2. Make four lists of words. In the first one write four Review Words of one syllable; in the second write four two-syllable words; in the third write four three-syllable words; and in the fourth write four four-syllable words.

(1) (2)

(3) (4)

3. The dictionary uses an accent mark (′) to indicate a syllable which has more emphasis than the others. Most words have only one accented syllable, but some have more than one. For example, **in′for-ma′tion** and **pop′u la′tion**. Notice that one accent is heavier than the other. Find the following words in your dictionary: **gentlemen, comfortable, ornament, generally, medicine, funeral, literature, paragraph.** Copy each word in syllables and place the accent marks. Write the whole word. Then pronounce it.

4. The following words add **ed** and **ing** without any change: **doubt, request, conquer, attempt.** Add the suffixes **ed** and **ing** to each one. Write the words ending in **ed** in one list and those ending in **ing** in a second list.

5. Most words which end in silent **e** drop the **e** before adding **ed** or **ing.** Notice these words: **trace, decorate, pledge, arrive.** Drop the **e** and add **ed** and **ing** to each one. Write the words ending in **ed** in one list and those ending in **ing** in a second list.

Wednesday Test

Turn to page 83 and write the first half of your Review Words.

Thursday Test

Turn to page 83 and write the second half of your Review Words.

Spelling Demons

Write your Spelling Demons here.

7. Students of the Stars

Men have always been curious about the stars. The Greeks took delight in studying the strange design of groups of stars and gave them names which we continue to use today. Camel drivers, travelling at night in the desert, kept their direction by the stars; and eastern shepherds, watching their flocks beneath the starry sky, learned much about these bright bodies. The Hebrews told of angels singing in the heavens.

The modern science of astronomy is altogether different from that of long ago. Each year scientists improve old instruments and invent new ones. Now a student of the skies uses a camera to make an exact record on film of a star or a planet. It is difficult to imagine what future discoveries will be.

New Words

curious	direction	heavens	camera
delight	eastern	science	exact
design	shepherds	altogether	record
continue	beneath	invent	film
travelling	angels	student	imagine

Follow the directions for Monday on page 1. Copy the New Words below and in the next column.

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Working with Words

1. A word that means the same or nearly the same as another word is called a *synonym*. For example, **mistake** is a synonym of **error**. Write a New Word that is a synonym of **accurate**; of **pleasure**.

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2. Write **heavens** and **beneath**. What sound has **ea** in **heavens**? in **beneath**?

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3. Write one New Word of one syllable, six of three syllables, and one of four syllables.

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4. Write in alphabetical order the New Words you did not write in exercises 1–3.

(1)---------- (5)----------

(2)---------- (6)----------

(3)---------- (7)----------

(4)---------- (8)----------

Finish copying the New Words here.

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My First Test

Write each New Word below:

1. _____ 11. _____
2. _____ 12. _____
3. _____ 13. _____
4. _____ 14. _____
5. _____ 15. _____
6. _____ 16. _____
7. _____ 17. _____
8. _____ 18. _____
9. _____ 19. _____
10. _____ 20. _____

Write your Hard Words:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

My First Score _____

Is every word right?_____

Learning My Hard Words

Follow the directions for studying your Hard Words. If you have no Hard Words this week, write other words that you need to use.

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

Words I Misspelled on Last Friday's Test

_____ _____
_____ _____
_____ _____

Other Words to Spell

astronomy telescope stare discoveries

Review Words

studying	finally	fierce	jealous
possible	foreign	allowed	control

1. Write your Review Words here.

_____ _____
_____ _____
_____ _____
_____ _____

2. Make a new word by adding **er** to **foreign**.

_____

3. Find **jealous** in the dictionary and copy the way it is respelled there. What sound has **ea**? What sound has **ou**? Write **jealous**.

_____ _____

My Friday Test

Turn to page 74 for your Friday test.

8. Our Sun

Astronomers measure time and regulate our calendar by the movement of the earth around the sun. They regard the sun itself as a star and have explained that it is our source of heat and light. In the southern states, where the sun's rays are most direct, one feels the full effect of its heat. Here people welcome the dying day and the cool shadow of night.

If we were a million or so miles nearer the sun, its heat might destroy us. Or if in the future we should move a billion miles away from it, the sun's faint heat would not keep us warm, and we should live in gloomy darkness. No one can deny that such differences in climate would be unfortunate. We need not worry about changes in climate or weather caused by the sun, however, for the heavenly bodies have remained much the same since man first began to study them.

New Words

measure	explained	dying	faint
calendar	source	shadow	gloomy
movement	southern	million	deny
regard	direct	destroy	differences
itself	effect	future	however

1. Read the story and talk about it.
2. Pronounce the New Words. Underline them in the story. Then use them orally in sentences.
3. Write the New Words in the blanks below.

Working with Words

1. Write the words **however** and **itself**. Now underline the two small words in each big word.

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2. When you use **m**'s and **n**'s, are you careful to write them plainly? Write the New Words having these letters. Be sure to spell correctly.

---

3. Use your dictionary to find the meanings of **deny, effect, regard, shadow, source, future.** Fill each blank in this paragraph with one of the words:

I cannot **d**---------- that I **r**---------- you highly. The **e**---------- of any **s**---------- on our friendship in the **f**---------- would be a **s**---------- of unhappiness to me.

4. Write **direct**. Add the suffix **ly** and write another word.

---

5. Write **destroy**. Make three new words by adding **s**, **ed**, and **ing** to **destroy**.

---

6. The word **deny** is one that changes **y** to **i** before adding **ed** or **es**. No change is made before adding **ing**. Write **deny, denies, denied,** and **denying.**

My First Test

Write each New Word below:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Write your Hard Words:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

My First Score _____

Is every word right? _____

Learning My Hard Words

Follow the directions for studying your Hard Words. If you have no Hard Words this week, write other words that you need to use.

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

Words I Misspelled on Last Friday's Test

_____ _____

_____ _____

_____ _____

Other Words to Spell

instantly rotate equator scatter

Review Words

disappear science imagine exact
circle altogether design curious

1. Write your Review Words here.

_____ _____

_____ _____

_____ _____

_____ _____

2. Add **ly** to **curious** and **exact**.

_____ _____

3. Add **ed** and **ing** to **imagine**. What letter must you drop?

_____ _____

My Friday Test

Turn to page 76 for your Friday test.

9. The Stars

The stars that surround our globe collect in groups. A small group, or system, of stars, such as the Big Dipper, is called a constellation. Little idea can be gained of the planets which revolve in continued motion around the sun. Much less is known of the stars. We know, however, that their rapidly expanding gases give off light. The length of the period of time taken by this light to reach our earth is measured in light years.

Our sun is itself a hot star, with a temperature on the surface of 11,000° F. If we were drawn nearer to it and its mass appeared ten times larger, it would probably destroy us. The damage by lightning in summer and by savage blizzards in winter is often severe. It is nothing compared to what would happen if we were closer to our nearest star, the sun.

New Words

surround	continued	temperature	probably
globe	motion	surface	damage
collect	rapidly	drawn	lightning
system	length	mass	savage
idea	period	appeared	blizzards

1. Read the story and talk about it.
2. Pronounce the New Words. Underline them in the story. Then use them orally in sentences.
3. Write the New Words in the blanks below.

Working with Words

1. Find four one-syllable words in your list of New Words. Write them.

---

2. The vowels are the letters **a, e, i, o, u,** and sometimes **y** and **w**. The other letters are consonants. Write **damage, savage, appeared, idea, temperature,** and **surface**. Draw a line under each vowel.

---

3. In the dictionary the long vowels are marked with a straight line, as ā, ē, ī, ō, ū. Short vowels are marked with a little curved line, as ă, ĕ, ĭ, ŏ, ŭ. Write **collect, lightning, globe,** and **mass**. Find these words in your dictionary and copy the mark shown for each vowel. Cross out the silent vowel. Say the words softly to yourself.

---

4. Write the one New Word that is a plural noun. What letter was added to the singular word to form the plural? Write the singular form in the blank opposite the plural. Write **period, system,** and **motion**. Add s to each word to form the plural.

---

5. Write these words: **continued, rapidly, surround, probably**. Find them in your dictionary and say them softly to yourself. Underline each syllable.

My First Test

Write each New Word below:

1. _____ 11. _____
2. _____ 12. _____
3. _____ 13. _____
4. _____ 14. _____
5. _____ 15. _____
6. _____ 16. _____
7. _____ 17. _____
8. _____ 18. _____
9. _____ 19. _____
10. _____ 20. _____

Write your Hard Words:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

My First Score _____

Is every word right?_____

Learning My Hard Words

Follow the directions for studying your Hard Words. If you have no Hard Words this week, write other words that you need to use.

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

Words I Misspelled on Last Friday's Test

_____ _____
_____ _____
_____ _____

Other Words to Spell

planet sleet vapour thaw

Review Words

surprised	calendar	source	measure
whether	differences	destroy	effect

1. Write your Review Words here.

_____ _____
_____ _____
_____ _____
_____ _____

2. The letter **c** may sound like **s** or **k**. Find the four Review Words in exercise 1 that contain a **c**. Put an **s** after the words in which **c** has the **s** sound. Put a **k** after those in which **c** has the **k** sound.

3. In exercise 1 find the word in which **ea** sounds like **ĕ**. Put a ✓ beside the word. Put a **X** beside the word in which **ur** sounds like **ẽr**.

My Friday Test

Turn to page 75 for your Friday test.

10. Our Neighbour Mars

Almost everyone is interested in our neighbour Mars. This interest possibly arises from the fact that Mars can be studied more easily than any other planet except the earth. Mars has an arctic zone and an ice cap. Its seasons are less regular than ours and its average temperature is much lower.

It is likely that you have heard about the lines on Mars that look like canals. Although you may prefer to believe that they are canals built by people like ourselves, it is necessary to remember that they are a puzzle even to the astronomers. There no vessel sails the seas or rides safely in harbour, for Mars has no large bodies of water. Only recently, a giant telescope that will give us a more complete fund of knowledge was built. Men who conduct studies of the skies are preparing to describe Mars more clearly.

New Words

possibly	average	puzzle	complete
arises	likely	vessel	fund
easily	prefer	safely	conduct
zone	ourselves	harbour*	describe
regular	necessary	recently	clearly

*Also spelled **harbor.**

1. Read the story and talk about it.
2. Pronounce the New Words. Underline them in the story. Then use them orally in sentences.
3. Write the New Words in the blanks below.

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---------- ----------

---------- ----------

---------- ----------

---------- ----------

---------- ----------

---------- ----------

---------- ----------

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Working with Words

1. Many words add the suffix **ly** without any other change. Write **clearly, recently, safely,** and **likely.** Underline the root word in each word.

---------- ----------

---------- ----------

2. Write **easily.** Words like **easy, busy, happy,** and **merry,** which end in a consonant and **y,** change the **y** to **i** before adding **ly.** Write **busily, happily, merrily.**

---------- ----------

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3. Write **possible** and **possibly.** Words like **possible,** which end in **le,** usually drop **le** and add **ly.**

---------- ----------

4. Write **complete** and **regular.** Add **ly** to each word.

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---------- ----------

5. Say **prefer, necessary, describe,** and **ourselves** carefully. Notice each syllable. Write the words.

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---------- ----------

6. Write in alphabetical order the words you have not written in exercises 1 to 5.

(1)---------- (5)----------

(2)---------- (6)----------

(3)---------- (7)----------

(4)---------- (8)----------

My First Test

Write each New Word below:

1. _____ 11. _____
2. _____ 12. _____
3. _____ 13. _____
4. _____ 14. _____
5. _____ 15. _____
6. _____ 16. _____
7. _____ 17. _____
8. _____ 18. _____
9. _____ 19. _____
10. _____ 20. _____

My First Score _____

Write your Hard Words:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Is every word right?_____

Learning My Hard Words

Follow the directions for studying your Hard Words. If you have no Hard Words this week, write other words that you need to use.

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

Words I Misspelled on Last Friday's Test

_____ _____
_____ _____
_____ _____

Other Words to Spell

arctic overhead gulf tide

Review Words

probably continued system lightning
temperature appeared surround period

1. Write your Review Words here.

_____ _____
_____ _____
_____ _____
_____ _____

2. Copy **temperature** the two ways it is given in the dictionary. Notice each vowel sound. Say the word.

_____ _____

3. Add **ed** and **ing** to **surround** to make new words.

_____ _____

My Friday Test

Turn to page 76 for your Friday test.

11. A New Way to Study the Stars

A new kind of theatre, whose purpose is to show the wonders of the universe, is the planetarium. Formerly you might have needed patience to stay up long past midnight in order to see a certain star. Now, by day or night, a wonderful machine simply projects moving pictures of the stars on a domelike ceiling. The speed of the pictures makes an hour equal to an entire night.

At first nothing will disturb the silence within the darkened room. Then someone at the organ will commence to play soft music. A machine will twist upward from the floor, and as the stars flash upon the dome, a lecturer will tell their story.

A trip to a planetarium is a rare event. Each year these theatres attract hundreds of visitors. Nothing should prevent your enjoying a visit to one, for it is an experience that will not soon be forgotten.

New Words

purpose	ceiling	within	event
universe	equal	organ	attract
patience	entire	commence	prevent
midnight	disturb	flash	enjoying
simply	silence	rare	forgotten

1. Read the story and talk about it.
2. Pronounce the New Words. Underline them in the story. Then use them orally in sentences.
3. Write the New Words in the blanks below.

Working with Words

1. Write the New Words in which you find the following small words: **night, with, joy, got.**

---

2. At the top of each dictionary page you will find a pair of words called *guide words*. They are the first and last words that are given on the dictionary page. They help you to locate words on the page. Write **prevent, flash, disturb**, and **simply**. Then find each word in your dictionary. Opposite each word write the guide words shown on its dictionary page.

---

3. Write these words: **universe, event, organ, equal.** Find the meaning of each in your dictionary. Make up sentences that illustrate the meanings.

---

4. Write **purpose, patience, entire**, and **silence**. Say each word softly to yourself, noticing each letter. Cross out the silent **e** in each word.

---

5. Write **ceiling, attract, commence**, and **rare**. Underline every vowel.

My First Test

Write each New Word below:

1. _____ 11. _____
2. _____ 12. _____
3. _____ 13. _____
4. _____ 14. _____
5. _____ 15. _____
6. _____ 16. _____
7. _____ 17. _____
8. _____ 18. _____
9. _____ 19. _____
10. _____ 20. _____

My First Score _____

Write your Hard Words:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Is every word right?_____

Learning My Hard Words

Follow the directions for studying your Hard Words. If you have no Hard Words this week, write other words that you need to use.

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

Words I Misspelled on Last Friday's Test

_____ _____
_____ _____
_____ _____

Other Words to Spell

darkness dipper stumble dawn

Review Words

themselves	prefer	necessary	ourselves
safety	easily	possibly	describe

1. Write your Review Words here.

_____ _____
_____ _____
_____ _____
_____ _____

2. Write sentences using **ourselves** and **themselves**.

_____

_____

3. Read the Review Words that you wrote in exercise 1. Put a check beside the word in which **ea** sounds like **ē**.

My Friday Test

Turn to page 75 for your Friday test.

12. Let's Make Sure

Review Words

Reread the plan for work during Review Week. The plan is given on page 11.

faint	exact	simply	shepherds
fund	rare	zone	blizzards
globe	mass	angels	altogether
regard	likely	design	midnight
damage	organ	direct	differences
student	safely	dying	necessary
destroy	imagine	probably	forgotten
puzzle	average	within	motion
film	equal	deny	lightning
drawn	universe	itself	travelling
future	harbour	invent	event
system	ceiling	source	eastern
gloomy	record	surface	flash
arises	idea	vessel	ourselves
camera	period	continue	southern
however	describe	enjoying	appeared
clearly	curious	measure	possibly
movement	purpose	prefer	calendar
million	recently	heavens	explained
length	regular	effect	direction
disturb	delight	shadow	complete
conduct	prevent	silence	temperature
easily	entire	collect	patience
beneath	rapidly	attract	continued
science	surround	commence	savage

Words I Misspelled on My Friday Tests

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----------	----------
----------	----------
----------	----------
----------	----------
----------	----------
----------	----------
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Reviewing Your Words

1. Write these words in a list: **safely, recently, easily, simply, probably, possibly.** Opposite each one write these root words: **safe, recent, easy, simple, probable, possible.** These words illustrate the three rules for adding the suffix **ly** which are given below. Decide which of the rules is followed in each word. Write the number of the rule after the word. The first correct number is given.

> 1. Most words, except those which end in a consonant and **y** or in **le**, add the suffix **ly** without any change in the root word.
> 2. Words which end in a consonant and **y** usually change the **y** to **i** before adding **ly.**
> 3. Most words which end in **le** drop the **le** and add **ly.**

safely.....	safe.....1..
----------	---------- ---
----------	---------- ---
----------	---------- ---
----------	---------- ---
----------	---------- ---

2. Make a list of these words from Review Lesson 6 and Review Lesson 12: **gloomy, complete, special, loyal, feeble, horrible.** Each of these words adds **ly** according to one of the three rules given above. Opposite the root word write each word with the suffix **ly.**

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----------	----------
----------	----------
----------	----------
----------	----------
----------	----------

3. Read the following words: **prefer, collect, equal, motion, invent, surface.** Write in one list those which are accented on the first syllable. In a second list write those which are accented on the second syllable. Use your dictionary for help.

---

4. Write these words in a list: **length, film, event, zone, damage, organ, imagine, prevent.** Find the way each vowel is marked in the dictionary. Copy these marks on the words that you have written. Cross out the silent e's.

---

5. Write the word **record** in syllables, this way: **rec'ord.** On which syllable is the accent placed? What does **rec'ord** mean? Now write the word this way: **re cord'.** Pronounce it. What does **re cord'** mean? Use **record** in two sentences that show the difference in the meanings.

---

6. As you read these sentences, notice that the meaning of **conduct** changes as the accent changes:

Our class will **con duct'** an experiment in science.
Jerry's **con'duct** at the party was unusually good.

Write sentences using **con duct'** and **con'duct.**

---

7. Write the word **motion.** Add the suffix **less.** Write the new word.

---

8. The words **invent** and **discover** are sometimes confused. Use your dictionary to find the exact meaning of each one. Then use **invent** or **discover** correctly to fill the blanks in these sentences:

(1) Did Edison _____ the electric light?

(2) When did Columbus _____ America?

(3) Have you heard the story of how Franklin happened to _____ electricity?

(4) Many men are working to _____ better machines.

Write a sentence using **invent** or **invented.** Write another one using **discover** or **discovered.**

Wednesday Test

Turn to page 84 and write the first half of your Review Words.

Thursday Test

Turn to page 84 and write the second half of your Review Words.

Spelling Demons

Write your Spelling Demons here.

---

13. We Go on an Excursion

This autumn our principal arranged for us to spend a forenoon at a museum located in a near-by city. The guide who met us said that he would gladly furnish us with information for our unit, "Birds and Mammals of British Columbia."

First we went to a small auditorium where we saw a moving picture of a crew of men collecting specimens for the museum. As I watched the picture, I decided that I'd like to be a collector some day.

We were especially eager to see the exhibit of beavers building a lodge. The guide said that it would not disappoint us, but told us not to neglect the new exhibit of raccoons. The latter group shows a whole family of these playful animals.

New Words

autumn	located	crew	exhibit
principal	gladly	decided	lodge
arranged	furnish	I'd	disappoint
forenoon	information	especially	neglect
museum	auditorium	eager	latter

Follow the directions for Monday on page 1. Copy the New Words below and in the next column.

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Working with Words

1. Find these words in your dictionary: **auditorium, information, forenoon, museum, disappoint, principal.** Say each word softly to yourself. Write the words. Underline the syllables.

---------- ----------

---------- ----------

---------- ----------

2. Write the words **gladly** and **especially.** Draw a line between the root word and the suffix in each.

---------- ----------

3. Find **lodge, latter, crew, autumn, eager,** and **exhibit** in your dictionary. What does each word mean? Write the words.

---------- ----------

---------- ----------

---------- ----------

4. Write in alphabetical order the New Words not included in exercises 1 to 3.

(1)---------- (4)----------

(2)---------- (5)----------

(3)---------- (6)----------

Finish copying the New Words here.

---------- ----------

---------- ----------

---------- ----------

My First Test

Write each New Word below:

1. _____ 11. _____
2. _____ 12. _____
3. _____ 13. _____
4. _____ 14. _____
5. _____ 15. _____
6. _____ 16. _____
7. _____ 17. _____
8. _____ 18. _____
9. _____ 19. _____
10. _____ 20. _____

Write your Hard Words:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

My First Score _____

Is every word right?_____

Learning My Hard Words

Follow the directions for studying your Hard Words. If you have no Hard Words this week, write other words that you need to use.

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

Words I Misspelled on Last Friday's Test

_____ _____

_____ _____

_____ _____

Other Words to Spell

project canvas width ease

Review Words

planned	purpose	commence	ceiling
aren't	patience	forgotten	universe

1. Write your Review Words here.

_____ _____

_____ _____

_____ _____

_____ _____

2. Drop the **e** in **commence** and add **ed** and **ing**.

_____ _____

3. Change the **ce** in **patience** to **t**. Write the new word.

_____

My Friday Test

Turn to page 76 for your Friday test.

14. The Hall of Mammals

In the Hall of Mammals we were interested to discover that the animals are mounted to look exactly as they do in nature. It would astonish you to see how lifelike they are. There was an ugly porcupine hunting for tender shoots. We learned that in spite of being awkward, he is able to defend himself from attack by an enemy. A timid deer was drinking at a pool, and a cautious mother woodchuck was playing with her baby. These animals must constantly guard themselves against their enemies and seek to avoid capture.

We learned much about other animals too, especially those that live in the northern section of our country. We hope to share this knowledge with our friends when we describe these inhabitants of swamp and forest at our weekly assembly programme.

New Words

interested	tender	timid	section
discover	spite	cautious	knowledge
exactly	defend	enemies	swamp
astonish	attack	avoid	weekly
ugly	enemy	northern	assembly

1. Read the story and talk about it.
2. Pronounce the New Words. Underline them in the story. Then use them orally in sentences.
3. Write the New Words in the blanks below.

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Working with Words

1. Write these words in alphabetical order: **assembly, astonish, attack, avoid.**

(1)---------- (3)----------

(2)---------- (4)----------

2. Write the New Words that mean (1) once a week; (2) wet, spongy land; (3) a part or division; and (4) to find for the first time.

(1)---------- (3)----------

(2)---------- (4)----------

3. Write the New Word that is the opposite of **southern.** Write **knowledge.** Cross out the silent letters.

---------- ----------

4. Write **enemy** and **enemies.** Notice that the words follow this rule: Words ending in a consonant and **y** change the **y** to **i** before adding **es.** Now write the plural form of **assembly.**

---------- ----------

----

5. Write the New Word you might use to describe (1) an English bulldog; (2) a scout approaching the enemy lines; (3) a shy little girl entering a large, strange building; (4) a piece of steak.

(1)---------- (3)----------

(2)---------- (4)----------

6. Write **interested, spite, defend,** and **exactly.** Underline each syllable. Use your dictionary for help.

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My First Test

Write each New Word below:

1. _____ 11. _____
2. _____ 12. _____
3. _____ 13. _____
4. _____ 14. _____
5. _____ 15. _____
6. _____ 16. _____
7. _____ 17. _____
8. _____ 18. _____
9. _____ 19. _____
10. _____ 20. _____

Write your Hard Words:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

My First Score _____

Is every word right?_____

Learning My Hard Words

Follow the directions for studying your Hard Words. If you have no Hard Words this week, write other words that you need to use.

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

Words I Misspelled on Last Friday's Test

_____ _____
_____ _____
_____ _____

Other Words to Spell

gnaw greedy howl clover

Review Words

decide	disappoint	principal	autumn
thief	especially	decided	auditorium

1. Write your Review Words here.

_____ _____
_____ _____
_____ _____
_____ _____

2. Find two meanings of **principal** in your dictionary. Write a sentence illustrating each meaning.

_____

_____

3. In exercise 1 mark the vowel sounds in **decide** and **decided**.

My Friday Test

Turn to page 75 for your Friday test.

15. The Hall of Birds

On the opposite side of the museum we found the Hall of Birds. A huge male goose was about to swallow a scrap of food. He is not a dainty eater, but he seemed to like the flavour of his meal. Though his brain is small, the goose has a keen eye and ear and is quick to sense danger. Near him a female sat upon her nest. Cranes strutted and danced near by, but this did not frighten or excite either of the geese.

We stopped to admire a bald eagle whose nest was built on a rock. No detail had been omitted from the exhibit and we had to admit that a real artist had made it. Our guide said the birds require three years to develop the white head feathers that make them look bald. Some eagles are supposed to live a hundred years. I bought a postal card of the birds.

New Words

opposite	brain	excite	admit
huge	keen	geese	artist
swallow	sense	admire	require
scrap	female	eagle	supposed
flavour*	frighten	omitted	postal

*Also spelled **flavor.**

1. Read the story and talk about it.
2. Pronounce the New Words. Underline them in the story. Then use them orally in sentences.
3. Write the New Words in the blanks below.

Working with Words

1. Write the New Word that is the plural of **goose.** Then write the New Word that is the opposite of **male.**

---

2. Write the New Words that describe (1) an elephant and (2) the sharp blade of a knife.

---

3. Write the New Words containing the little words **post** and **fright.**

---

4. Find **opposite** and **admit** in your dictionary. Write each word and mark the vowel sounds. Say the words.

---

5. Write **omitted.** Then write **omit.** Notice that the **t** in **omit** is doubled before adding **ed.**

---

6. Fill the blank with a New Word:

An _____ is a very large bird.

7. Write the word **supposed.** Opposite it write the word from which it was formed. Now write **require, admire,** and **excite.** Then drop the final **e** from each and add **ed.** Write the new words.

---

8. Read these words: **sense, swallow, scrap, brain, artist, flavour.** Write the one-syllable words in one list. Write the two-syllable words in a second list.

My First Test

Write each New Word below:

1. _____ 11. _____
2. _____ 12. _____
3. _____ 13. _____
4. _____ 14. _____
5. _____ 15. _____
6. _____ 16. _____
7. _____ 17. _____
8. _____ 18. _____
9. _____ 19. _____
10. _____ 20. _____

My First Score _____

Write your Hard Words:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Is every word right?_____

Learning My Hard Words

Follow the directions for studying your Hard Words. If you have no Hard Words this week, write other words that you need to use.

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

Words I Misspelled on Last Friday's Test

_____ _____
_____ _____
_____ _____

Other Words to Spell

hawk pigeon scent flutter

Review Words

anxious	knowledge	avoid	interested
mischief	cautious	attack	assembly

1. Write your Review Words here.

_____ _____
_____ _____
_____ _____
_____ _____

2. Add **ly** to **anxious** and **cautious**.

_____ _____

3. Add **ed** to **avoid** and **attack**. Write the words. Say them. In what two ways is **ed** pronounced?

_____ _____

My Friday Test

Turn to page 77 for your Friday test.

16. The Hall of Insects

In the Hall of Insects I noticed a large counter with metal cases full of butterflies and moths. As I paused to inspect the beautiful creatures, I thought how carefully they must be handled. A careless worker might easily injure the delicate satin wings. One exhibit traced the monarch butterfly from the egg and the caterpillar stage to full growth. The monarch butterfly is abroad from dawn to twilight. It migrates every spring and fall.

The guide let us wander among the exhibits and satisfy our curiosity as fully as possible. The correct names of many insects are difficult to pronounce. To succeed in learning merely their common names is a long and difficult task. If I could repeat my visit many times, I might finally be successful in mastering more of them.

New Words

noticed	handled	abroad	correct
metal	injure	twilight	succeed
inspect	satin	wander	merely
creatures	stage	satisfy	repeat
carefully	growth	fully	successful

1. Read the story and talk about it.
2. Pronounce the New Words. Underline them in the story. Then use them orally in sentences.
3. Write the New Words in the blanks below.

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Working with Words

1. Find the meanings of **merely**, **abroad**, **satin**, **stage**, and **inspect**. Write the words. Use them orally in sentences.

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2. Write **satisfy**. Now change the **y** to **i** and add **ed**.

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3. Write the New Words which mean (1) right or true; (2) completely or entirely; (3) to do over again; and (4) to move about aimlessly.

(1)---------- (3)----------

(2)---------- (4)----------

4. Write the New Word that ends in **al**. Write the New Word that is a plural form.

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5. In which New Words do you see the little words **grow**, **careful**, **success**, and **light**? Write the words.

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6. Write **noticed**, **handled**, **injure**, and **succeed**. Be ready to tell how **ed** was added to the first two words. How should you add **ed** to **injure**? to **succeed**? Add **ed** to these two words. Write the new words.

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My First Test

Write each New Word below:

1. _____ 11. _____
2. _____ 12. _____
3. _____ 13. _____
4. _____ 14. _____
5. _____ 15. _____
6. _____ 16. _____
7. _____ 17. _____
8. _____ 18. _____
9. _____ 19. _____
10. _____ 20. _____

Write your Hard Words:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

My First Score _____

Is every word right?_____

Learning My Hard Words

Follow the directions for studying your Hard Words. If you have no Hard Words this week, write other words that you need to use.

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

Words I Misspelled on Last Friday's Test

_____ _____
_____ _____
_____ _____

Other Words to Spell

grasshopper counter migrate limp

Review Words

calves	sense	omitted	require
breathe	opposite	supposed	admire

1. Write your Review Words here.

_____ _____
_____ _____
_____ _____
_____ _____

2. Drop the final **e** from **require**, **admire**, and **breathe** and add **ed** and **ing**. Write the new words.

_____ _____
_____ _____
_____ _____

My Friday Test

Turn to page 78 for your Friday test.

17. The Hall of Fishes

Our local museum is famous for its Hall of Fishes. There is a pool with a fountain and goldfish. There are small tanks of tropical fish, and in addition, ocean fish mounted on varnished boards. With their great mouths opened wide, they seem very thirsty. Of course no one may remove any specimen.

We asked the guide's advice about how to mount fish, but he shook his head and said he knew little about the method. He could only advise us to ask someone else.

Just then our bus driver called, "Your bus is on the avenue, and we'll leave without delay."

Everyone hurried to get his wraps from the coat closet. I was greatly disappointed that we had to go, even though my feet had begun to ache, for I had enjoyed the excursion more than any former one.

New Words

local	remove	advise	closet
fountain	advice	avenue	greatly
addition	mount	we'll	disappointed
opened	shook	delay	ache
thirsty	method	hurried	former

1. Read the story and talk about it.
2. Pronounce the New Words. Underline them in the story. Then use them orally in sentences.
3. Write the New Words in the blanks below.

Working with Words

1. Say the words **advise** and **advice**. What does each one mean? Write each word in a sentence.

---

2. Write **local**, **remove**, **former**, **method**, **opened**, and **closet**. Find each word in your dictionary. What sound does the letter **o** have in each one? After each word write the letter or letters and the mark that show the sound. An example is given below:

local ..... ō ---

---

3. Write **mount**. The first part of one New Word rhymes with **mount**. Find the word and write it.

---

4. Write the New Word that rhymes with **book**. Then write the New Word that is a contraction.

---

5. Write the New Word in which **ch** sounds like **k**. Then write the New Word that ends in **lay**.

---

6. Write **avenue**. Now write **Fifth Avenue**. When you write the name of a particular avenue, notice that you use capital letters. Now write a sentence using the name of a particular avenue.

---

7. Write the New Words in which you see the little words **great**, **thirst**, **disappoint**, and **add**.

---

8. Write **hurried**. Now write **hurries**. Give the rule for adding **ed** and **es** to words like **hurry**.

My First Test

Write each New Word below:

1. _____ 11. _____
2. _____ 12. _____
3. _____ 13. _____
4. _____ 14. _____
5. _____ 15. _____
6. _____ 16. _____
7. _____ 17. _____
8. _____ 18. _____
9. _____ 19. _____
10. _____ 20. _____

Write your Hard Words:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

My First Score _____

Is every word right? _____

Learning My Hard Words

Follow the directions for studying your Hard Words. If you have no Hard Words this week, write other words that you need to use.

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

Words I Misspelled on Last Friday's Test

_____ _____

_____ _____

_____ _____

Other Words to Spell

trout minnow dock tramp

Review Words

remembered succeed satisfy creatures
furniture successful carefully metal

1. Write your Review Words here.

_____ _____

_____ _____

_____ _____

_____ _____

2. Write the singular form of **creatures** and the plural form of **metal.**

_____ _____

3. Add **ly** to **successful** and drop **ly** from **carefully.**

_____ _____

My Friday Test

Turn to page 77 for your Friday test.

18. Let's Make Sure

Review Words

Reread the plan for work during Review Week. The plan is given on page 11.

crew	timid	we'll	disappointed
lodge	eager	former	creatures
keen	local	fully	successful
scrap	furnish	satin	method
brain	swallow	avoid	information
stage	I'd	excite	cautious
weekly	hurried	swamp	twilight
exactly	supposed	repeat	knowledge
gladly	avenue	merely	auditorium
huge	postal	spite	northern
eagle	mount	metal	principal
closet	attack	injure	fountain
thirsty	enemy	tender	carefully
remove	geese	omitted	interested
flavour	delay	admit	handled
advise	latter	correct	opposite
noticed	autumn	section	disappoint
addition	ache	discover	arranged
sense	admire	exhibit	especially
greatly	neglect	succeed	assembly
opened	decided	defend	astonish
ugly	shook	forenoon	enemies
female	artist	growth	located
require	wander	abroad	museum
satisfy	inspect	advice	frighten

Words I Misspelled on My Friday Tests

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Reviewing Your Words

1. Write the Review Words that rhyme with **flew, dodge, seen, wrap, stain,** and **page.**

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2. Write four one-syllable Review Words, four two-syllable Review Words, four three-syllable Review Words, and four four-syllable Review Words.

(1) (2)

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(3) (4)

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3. Arrange each list of words in alphabetical order: (1) **defend, delay, disappointed, decided, discover, disappoint;** (2) **eagle, enemy, enemies, eager, exactly, excite.**

(1) (2)

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4. Find **sense** and **swallow** in your dictionary. Write sentences illustrating two meanings of each word.

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5. Write the following singular nouns in a list: **fountain, museum, swamp, exhibit, artist.** Make each one a plural form by adding an **s.** Write the plural form opposite the singular.

---

6. Write these Review Words: **especially, merely, greatly, carefully.** Write the number of the rule for adding **ly** given on page 23 which was followed in each word.

---

7. Add **ly** to **thirsty, successful, cautious,** and **correct.** Write the new words and the number of the rule that you used in forming each one.

---

8. Find these words in your dictionary: **timid, spite, defend, huge, local, astonish.** How is each vowel marked? Write the words and mark each vowel correctly. Cross out the silent vowels.

---

9. Two vowels written together often have the sound of a single vowel. For example, the **ea** in **eagle** sounds like long **e.** Write the following words and underline the two vowels which are written together in each one: **creatures, brain, section, succeed, autumn, repeat, greatly, abroad.** Then find the words in the dictionary. Beside each one write the vowel sound of the letters which you underlined. An example is given below:

creatures ē

---

10. Write six Review Words with double consonants, such as **dd.**

Wednesday Test

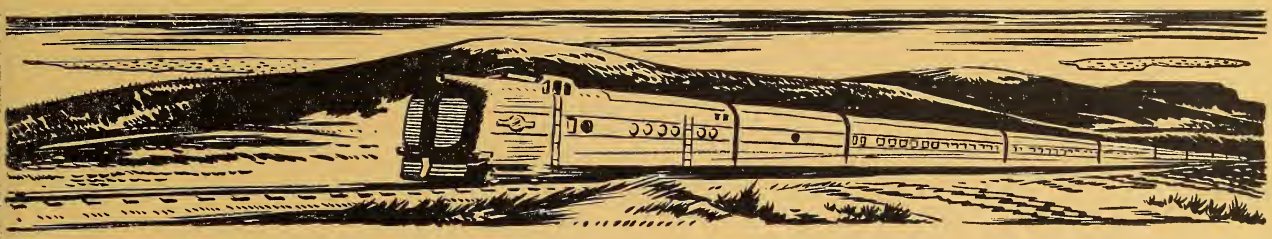
Turn to page 85 and write the first half of your Review Words.

Thursday Test

Turn to page 85 and write the second half of your Review Words.

Spelling Demons

Write your Spelling Demons here.



19. Guardians of the Rails

As you ride along on that modern invention, the streamline train, remember that the guardians of your safety are Engineer Mac and Conductor Joe. These careful men strive to serve you without error. The conductor is master of the train. He must check every message and order, and from the platform of the depot he gives the signal for the train to move.

The engineer is a man of steady nerve, for his is a difficult job. He must exercise great care and be ever alert. Over mountain, through tunnel, he guards the precious lives of his passengers. The failure to see a signal light or a waving lantern might cause disaster. Because these men perform their duties faithfully, you may enjoy the scenery without a moment's care.

New Words

invention	message	nerve	precious
serve	platform	difficult	failure
error	depot	job	lantern
conductor	signal	exercise	duties
check	engineer	tunnel	scenery

Follow the directions for Monday on page 1. Copy the New Words below and in the next column.

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Working with Words

1. Write the New Word that (1) is a plural form; (2) ends with silent **t**; (3) contains the word **sign**; (4) contains the word **scene**.

(1)---------- (3)----------

(2)---------- (4)----------

2. Write the New Words that end in **erve** and the ones that rhyme with **mob** and **wreck**.

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3. Write the New Words containing the double consonants **rr**, **ff**, **nn**, and **ss**.

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4. Find **precious**, **failure**, **invention**, **exercise**, **engineer**, **platform**, **conductor**, and **lantern** in your dictionary. Pronounce the words. Write each word, underline the syllables, and put in the accent marks.

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Finish copying the New Words here.

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My First Test

Write each New Word below:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Write your Hard Words:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

My First Score _____

Is every word right?_____

Learning My Hard Words

Follow the directions for studying your Hard Words. If you have no Hard Words this week, write other words that you need to use.

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

Words I Misspelled on Last Friday's Test

_____ _____

_____ _____

_____ _____

Other Words to Spell

streamline diner switch construct

Review Words

guard	ache	disappointed	thirsty
lately	advise	fountain	hurried

1. Write your Review Words here.

_____ _____

_____ _____

_____ _____

_____ _____

2. Add **ed** and **ing** to **guard** and **advise**. Check the words from which you dropped a silent letter.

_____ _____

_____ _____

My Friday Test

Turn to page 78 for your Friday test.

20. Guardians of Our Food Supply

On every railroad, men help us by guarding our food supply. They run the fast freight trains that transport goods of every kind. The meat which the butcher sells you and many of the fresh fruits and vegetables at the grocery store were rushed to you in refrigerator cars that keep the food at uniform temperature. Because freight rates have been lowered, the expense of carrying food is much less than formerly. Even in the winter you may afford lettuce and tomatoes for a salad or sandwich and fresh fruit for your dessert.

These faithful, cheerful workers do not ride in the coach or the parlour car and are seldom seen by the tourist. We owe a lot to all these splendid men who guard our excellent food supply! Let us salute them.

New Words

freight	rates	sandwich	parlour*
butcher	expense	dessert	tourist
grocery	afford	faithful	splendid
rushed	tomatoes	cheerful	excellent
uniform	salad	coach	salute

*Also spelled **parlor.**

1. Read the story and talk about it.
2. Pronounce the New Words. Underline them in the story. Then use them orally in sentences.
3. Write the New Words in the blanks below.

Working with Words

1. Write the New Word in which **ei** is pronounced **ā**. Change **fr** to **w** and write another word.

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2. Write two New Words ending in **ful**.

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3. Write **coach** and **sandwich**. To form the plurals of these words add **es**. Write the plurals of these words. Pronounce them. Notice the sound of **es**. Now write **tomatoes**. This plural form is also made by adding **es** to the singular. Write the singular word.

---

4. Write two New Words that you might use to describe something unusually good.

---

5. Practise writing **a**'s and **o**'s. Then write every New Word containing an **a** or an **o**.

---

6. Write the New Words that you would find on a dictionary page with the following guide words:

bush—butter ---

desire—detail ---

expert—explain ---

run—rust ---

My First Test

Write each New Word below:

1. _____ 11. _____
2. _____ 12. _____
3. _____ 13. _____
4. _____ 14. _____
5. _____ 15. _____
6. _____ 16. _____
7. _____ 17. _____
8. _____ 18. _____
9. _____ 19. _____
10. _____ 20. _____

My First Score _____

Write your Hard Words:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Is every word right?_____

Learning My Hard Words

Follow the directions for studying your Hard Words. If you have no Hard Words this week, write other words that you need to use.

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

Words I Misspelled on Last Friday's Test

_____ _____
_____ _____
_____ _____

Other Words to Spell

spinach cupboard melon wither

Review Words

vegetables	error	difficult	engineer
shipped	exercise	precious	tunnel

1. Write your Review Words here.

_____ _____
_____ _____
_____ _____
_____ _____

2. Write the plural form of **error** and **engineer**.

_____ _____

3. Make a new word by adding **y** to **difficult**.

_____

My Friday Test

Turn to page 77 for your Friday test.

21. Pilot Jim

When you purchase a ticket for an aeroplane trip, the clerk or agent puts it in an envelope and places you in the care of Pilot Jim. The plane is due, and you are ready at last for the thrill of soaring swiftly through the air.

A junior pilot and the hostess are Pilot Jim's helpers. The hostess will entertain you with conversation, see that you breathe pure air, and give you medicine if you have a headache. She will store your parcels, encourage you if you feel afraid, and remind you to fasten your safety belt. For all this there is no extra fee. No passenger should ever complain about the service.

Pilot Jim's chief aim is safety. He has flown thousands of miles. Do not worry, for he will take you safely to your destination.

New Words

purchase	thrill	pure	fee
clerk	pilot	headache	passenger
agent	hostess	parcels	complain
envelope	entertain	encourage	service
due	conversation	remind	worry

1. Read the story and talk about it.
2. Pronounce the New Words. Underline them in the story. Then use them orally in sentences.
3. Write the New Words in the blanks below.

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Working with Words

1. Write five New Words of one syllable each.

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2. In order to show ownership or possession you add an apostrophe and s to a singular noun. For example, you write **pilot's record** and **hostess's uniform.** Write **pilot, hostess, agent,** and **passenger.** Then write each word so that it shows possession. Use each possessive word orally in a sentence.

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3. Write the New Words that mean (1) to buy; (2) to fret or feel troubled; (3) to amuse; (4) to give confidence in.

(1)---------- (3)----------

(2)---------- (4)----------

4. Write the New Word that is a plural noun. Then write the New Word that is a compound word.

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5. Write **conversation, envelope, complain, remind, service.** Underline the syllables and put in the accent marks. Use your dictionary for help.

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My First Test

Write each New Word below:

1. _____ 11. _____
2. _____ 12. _____
3. _____ 13. _____
4. _____ 14. _____
5. _____ 15. _____
6. _____ 16. _____
7. _____ 17. _____
8. _____ 18. _____
9. _____ 19. _____
10. _____ 20. _____

Write your Hard Words:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

My First Score _____

Is every word right? _____

Learning My Hard Words

Follow the directions for studying your Hard Words. If you have no Hard Words this week, write other words that you need to use.

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

Words I Misspelled on Last Friday's Test

_____ _____
_____ _____
_____ _____

Other Words to Spell

shove hangar porter breeze

Review Words

loose	excellent	freight	sandwich
straight	expense	tomatoes	coach

1. Write your Review Words here.

_____ _____
_____ _____
_____ _____
_____ _____

2. Write a sentence using the word **loose.**

_____

3. Write **excellent** in syllables. Mark each vowel and put in the accent mark. Write the whole word.

_____ _____

My Friday Test

Turn to page 78 for your Friday test.

22. Driver Jack

Master of the gasoline motor and the cement highway is Driver Jack. On his route there is a long stretch of winding road. Driver Jack can guide his great bus skilfully around each sharp curve or through the heavy traffic. This is his eighth or ninth year of driving. He intended to be an engineer, but it is your good fortune that he chose to be a driver instead.

Driver Jack is a favourite of the passengers and a model for other drivers. He is a man of unusual height and weight and he is so strong that he can steer easily. He would never omit a stop at a railroad crossing. So pay your fare, collect your baggage, and climb aboard!

When you see Driver Jack, you'll feel it is impossible for him to be false to his safety pledge.

New Words

gasoline	traffic	favourite*	omit
cement	eighth	model	fare
route	ninth	height	baggage
stretch	intended	weight	impossible
curve	fortune	steer	false

*Also spelled **favorite**.

1. Read the story and talk about it.
2. Pronounce the New Words. Underline them in the story. Then use them orally in sentences.
3. Write the New Words in the blanks below.

Working with Words

1. Find the New Word that is a homonym of **fair**. Use both **fair** and your New Word in sentences.

---

2. Write **height** and **weight**. Underline the part of each word that is the same. Check the word in which **ei** sounds like **ī**. Put a X beside the one in which **ei** sounds like **ā**.

---

3. Write the two New Words that are numerals.

---

4. Find **route** in your dictionary. How is it pronounced? Use **route** in a sentence.

---

5. Write these words in alphabetical order: **fare, false, favourite, fortune.** Be sure to make good f's.

(1)---

(2)---

(3)---

(4)---

6. Write **impossible, model, gasoline, traffic, omit,** and **cement.** Underline the syllables and put in the accent marks as shown in the dictionary.

---

7. Write two New Words that begin with **st.**

---

8. Write **intended.** Drop the suffix **ed** and write a new word.

---

9. Write the New Word that has **gg** in it. Then write the New Word in which the first letter is a **c** pronounced like **k.**

My First Test

Write each New Word below:

1. _____ 11. _____
2. _____ 12. _____
3. _____ 13. _____
4. _____ 14. _____
5. _____ 15. _____
6. _____ 16. _____
7. _____ 17. _____
8. _____ 18. _____
9. _____ 19. _____
10. _____ 20. _____

Write your Hard Words:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

My First Score _____

Is every word right?_____

Learning My Hard Words

Follow the directions for studying your Hard Words. If you have no Hard Words this week, write other words that you need to use.

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

Words I Misspelled on Last Friday's Test

_____ _____
_____ _____
_____ _____

Other Words to Spell

puncture motorist alley clatter

Review Words

all right	envelope	purchase	entertain
losing	encourage	parcels	service

1. Write your Review Words here.

_____ _____
_____ _____
_____ _____
_____ _____

2. Write the plural form of **envelope** and the singular form of **parcels**.

_____ _____

3. Add **ment** to **encourage** and **entertain**. Write the new words. Say them.

_____ _____

My Friday Test

Turn to page 80 for your Friday test.

23. Mistress of the Seas

Here's a great ocean liner, a "Mistress of the Seas." As you step aboard, you observe a busy scene. What is contained in those trunks and crates? Who are all these people? Be careful not to lose your balance. Now the gangplank that connected you with the shore is being raised. At last you're off!

You were lucky to reserve a passage on Captain Olaf's ship. He entered the service long ago, and his memory often goes back to earlier trips. He will receive you with a smile and may even give you permission to visit the bridge. Some day you will find him in a talkative mood, and he may tell you about his first ocean voyage.

The great ship is ready to oblige you with every convenience. In case of sickness, there is a hospital. There are lively games for those who want action, and entertainment to suit any fancy.

New Words

aboard	you're	earlier	sickness
scene	reserve	receive	hospital
contained	passage	permission	lively
balance	entered	mood	action
connected	memory	oblige	fancy

1. Read the story and talk about it.
2. Pronounce the New Words. Underline them in the story. Then use them orally in sentences.
3. Write the New Words in the blanks below.

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Working with Words

1. Find the New Word that is a homonym of **seen**. Use your New Word and **seen** in sentences.

---

2. Write three New Words that end with the suffix **ed**. Underline the root words.

---------- ----------

---

3. What change was made in the word **early** before adding the suffix **er**? Write **earlier**. Make another word by using the suffix **est** instead of **er**.

---------- ----------

4. Write the New Word that is a contraction. Write also the two words for which it stands.

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5. Find these words in your dictionary: **permission, lively, sickness, hospital, memory, balance.** Say them softly by syllables. Write the words, underline each syllable, and put in the accent marks.

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6. Write in alphabetical order the New Words you did not write in exercises 1 to 5.

(1)---------- (5)----------

(2)---------- (6)----------

(3)---------- (7)----------

(4)---------- (8)----------

My First Test

Write each New Word below:

1. _____ 11. _____
2. _____ 12. _____
3. _____ 13. _____
4. _____ 14. _____
5. _____ 15. _____
6. _____ 16. _____
7. _____ 17. _____
8. _____ 18. _____
9. _____ 19. _____
10. _____ 20. _____

Write your Hard Words:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

My First Score _____ Is every word right? _____

Learning My Hard Words

Follow the directions for studying your Hard Words. If you have no Hard Words this week, write other words that you need to use.

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

Words I Misspelled on Last Friday's Test

_____ _____
_____ _____
_____ _____

Other Words to Spell

anchor liner lounge mistress

Review Words

ninety	impossible	eighth	route
meant	favourite	ninth	stretch

1. Write your Review Words here.

_____ _____
_____ _____
_____ _____
_____ _____

2. In the words you wrote in exercise 1, put an **e** beside the word in which **ea** is pronounced ĕ. Put an **a** beside the word in which **ei** is pronounced ā.

3. Add **es**, **ed**, **ing**, and **er** to **stretch**.

_____ _____
_____ _____

My Friday Test

Turn to page 79 for your Friday test.

24. Let's Make Sure

Review Words

Reread the plan for work during Review Week. The plan is given on page 11.

dessert	pilot	job	encourage
fee	coach	conversation	earlier
route	due	uniform	false
nerve	rates	omit	difficult
signal	height	baggage	impossible
model	pure	afford	intended
worry	salad	salute	precious
fare	mood	aboard	permission
fancy	clerk	eighth	passenger
butcher	duties	balance	engineer
parcels	passage	splendid	hospital
parlour	remind	tunnel	traffic
memory	steer	check	conductor
faithful	receive	complain	gasoline
platform	weight	sandwich	sickness
tourist	oblige	service	favourite
stretch	rushed	you're	hostess
lantern	purchase	freight	invention
failure	lively	action	excellent
scene	cement	serve	error
depot	ninth	expense	connected
agent	exercise	fortune	tomatoes
entered	curve	grocery	entertain
scenery	reserve	cheerful	envelope
headache	thrill	contained	message

Words I Misspelled on My Friday Tests

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Reviewing Your Words

1. A syllable combined with the beginning of a word to change its meaning is called a *prefix*. Thus, **im** in **impossible** is a prefix meaning "not." Notice **impossible**. Then notice **impure**. Use each word in a sentence.

---

2. Pronounce the words **aboard** and **abroad**. How do they differ in spelling and pronunciation? What does each word mean? Use the words in sentences.

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3. Write **sandwich, hostess, sickness, stretch** in a list. Such words as these, which end in **ss** and **ch**, add **es** instead of **s**. Make a second list in which you add **es** to the words given above. As you pronounce each new word, listen to the sound of **es**.

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4. Write **duty** and **duties** in opposite blanks. Remember that words of one syllable ending in a consonant and **y** change the **y** to **i** before adding **es**. Write these words in a list: **grocery, memory, fancy, worry**. Then change the **y** to **i** in each word and add **es**. Write the new words in a second list opposite the first.

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5. Are your **n**'s and **u**'s so well made that they are always easy to read? Practise writing both of these letters. Then write **tunnel, fortune, uniform, conductor, lantern, purchase, connected,** and **failure.**

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6. The following rule will help you to spell most of the words containing **ei** and **ie**: Put **i** before **e** except after **c** or when sounded like **a**, as in **neighbour** and **weigh.** Write these Review Words: **receive, weight, freight, eighth.** Explain how the rule helps you to spell each one. The rule does not tell you how to spell every word containing **ei** and **ie**, however, and there are some important exceptions to it. For example, you must memorize the spelling of the word **height**, since the rule does not apply to it.

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7. Write **host** and **hostess.** Notice the suffix **ess.** This suffix is used to form nouns that mean a female. For example, **poet, poetess**; and **lion, lioness.**

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8. Pronounce **dessert** and **desert** (**de sert'**). What does each word mean? Use each word in a sentence.

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9. Find **uniform** in your dictionary. Write sentences illustrating two of its meanings.

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10. Write the Review Words that are the opposite of **discourage, later, true, easy.**

---

11. Write **oblige, reserve,** and **receive.** Drop the final **e** from each one and add **ing.** Write the new words.

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12. Write eight Review Words containing **ss.**

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13. Practise writing the letter **g** correctly. Then write six Review Words containing the letter **g.**

Wednesday Test

Turn to page 86 and write the first half of your Review Words.

Thursday Test

Turn to page 86 and write the second half of your Review Words.

Spelling Demons

Write your Spelling Demons here.

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25. Canadians Love Sports

No topic is more interesting to Canadian men and boys than sports. Each week millions of words are printed and spoken to inform sports-lovers of the deeds of their heroes. Keen interest in football, baseball, and hockey is widespread. Only slightly less popular are basketball, tennis, and golf.

Hundreds of players prepare yearly to compete for honours in these sports. Paid admission to every kind of athletic contest and tournament runs into millions of dollars. Canadians promote sports and love to excel, but they insist on fair play. Although it may be easier to support a winning team, they are loyal to their local players. If a man has success in sports, the reward is usually great. He becomes a public hero.

New Words

topic	golf	contest	easier
sports	prepare	tournament	winning
inform	compete	promote	success
basketball	admission	excel	reward
tennis	athletic	insist	usually

Follow the directions for Monday on page 1. Copy the New Words below and in the next column.

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Working with Words

1. Write the New Words that are the names of three different sports. Now write the word **athletic.**

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2. Write **prepare, sports, excel, promote, inform, insist, easier, success** in alphabetical order.

(1)---------- (5)----------

(2)---------- (6)----------

(3)---------- (7)----------

(4)---------- (8)----------

3. Find these words in your dictionary: **tournament, contest, reward, compete, topic, admission, usually, winning.** Say each one softly by syllables. Write the words, underline each syllable, and put in the accent marks.

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Finish copying the New Words here.

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My First Test

Write each New Word below:

1. _____ 11. _____
2. _____ 12. _____
3. _____ 13. _____
4. _____ 14. _____
5. _____ 15. _____
6. _____ 16. _____
7. _____ 17. _____
8. _____ 18. _____
9. _____ 19. _____
10. _____ 20. _____

Write your Hard Words:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

My First Score _____

Is every word right? _____

Learning My Hard Words

Follow the directions for studying your Hard Words. If you have no Hard Words this week, write other words that you need to use.

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

Words I Misspelled on Last Friday's Test

_____ _____
_____ _____
_____ _____

Other Words to Spell

hockey skating rival target

Review Words

chief	connected	hospital	oblige
taste	entered	permission	receive

1. Write your Review Words here.

_____ _____
_____ _____
_____ _____
_____ _____

2. Drop final **e** in **receive** and **oblige** and add **ed.**

_____

3. Change the **ed** in **connected** and **entered** to **ing.**

_____ _____

My Friday Test

Turn to page 80 for your Friday test.

26. A Great Baseball Player

A great American pitcher, Walter Johnson, stands as a central figure in baseball. Writers describe him as a man of even temper, calm spirit, and good judgment. Always a gentleman, he was never known to object to the decision of an umpire. During his career he struck out 3494 batters in 807 games. His fast ball was thrown with terrific speed. In 1924 he won the World Series from the New York Giants.

After more than twenty years of playing in a major league, the time came for Walter, stiff of arm and joint, to separate from his mates. In part payment of the debt they owed him for his services, Walter was later called to act as manager of the club he had served so long. There was no display of envy among his mates. When the time came for him to retire, it was with regret that they saw him give up playing the game.

New Words

pitcher	object	league	debt
central	decision	stiff	manager
temper	umpire	joint	display
spirit	struck	separate	retire
gentleman	thrown	payment	regret

1. Read the story and talk about it.
2. Pronounce the New Words. Underline them in the story. Then use them orally in sentences.
3. Write the New Words in the blanks below.

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Working with Words

1. Write the New Words that rhyme with **blown**, **cliff**, **truck**, and **point**.

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2. Practise writing the letter **p** correctly. Then write every New Word containing a **p**.

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3. Write the little word containing a silent **b**.

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4. Notice the syllables in **object—ob ject**. Place the accent on the first syllable and say the word. What does it mean? Then place the accent on the second syllable and say the word. What does it mean now? Write sentences using **ob'ject** and **ob ject'**.

---

5. Write the following words in alphabetical order: **regret, decision, manager, retire, central, league.**

(1)---------- (4)----------

(2)---------- (5)----------

(3)---------- (6)----------

6. Write **gentleman**. Now write the plural form of the word. What one letter did you change?

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My First Test

Write each New Word below:

1. _____ 11. _____
2. _____ 12. _____
3. _____ 13. _____
4. _____ 14. _____
5. _____ 15. _____
6. _____ 16. _____
7. _____ 17. _____
8. _____ 18. _____
9. _____ 19. _____
10. _____ 20. _____

My First Score _____

Write your Hard Words:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Is every word right? _____

Learning My Hard Words

Follow the directions for studying your Hard Words. If you have no Hard Words this week, write other words that you need to use.

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

Words I Misspelled on Last Friday's Test

_____ _____
_____ _____
_____ _____

Other Words to Spell

batter catcher elbow hint

Review Words

sincerely tournament usually athletic
material admission winning easier

1. Write your Review Words here.

_____ _____
_____ _____
_____ _____
_____ _____

2. Write the plural form of **material** and **tournament**.

_____ _____

3. Write the root words in **sincerely** and **usually**.

_____ _____

My Friday Test

Turn to page 79 for your Friday test.

27. The Handy Man of Sports

Many sports writers still mention Lionel Conacher as our greatest all-time athlete—a handy man of sports. They sometimes call him "The Big Train."

In football his strength made him tough enough to endure the hardest bump or bruise at any position, while his speed made him as hard to tackle as a ghost. He is noted for the high total of touchdowns that he scored as he led his team to many a championship title.

Hockey and baseball were also in the group of sports which he played well and fairly. He decided to profit by his skill and therefore became a professional in all three sports, earning a good salary in each. If the critics are not mistaken, we must grant we've never had a greater athlete.

New Words

mention	bruise	touchdowns	therefore
athlete	position	title	salary
handy	ghost	group	mistaken
strength	noted	fairly	grant
tough	total	profit	we've

1. Read the story and talk about it.
2. Pronounce the New Words. Underline them in the story. Then use them orally in sentences.
3. Write the New Words in the blanks below.

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Working with Words

1. Seven New Words have only one syllable each. Write them on your paper in alphabetical order.

(1)---------- (4)----------

(2)---------- (5)----------

(3)---------- (6)----------

(7)----------

2. Write the New Words that have the following small words in them: **touch, there, fair.**

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3. Write two New Words that end in **tion.** What sound has this syllable?

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4. Find **title** in the dictionary. Write sentences that illustrate two different meanings.

---

5. Write the singular noun **salary.** Form the plural by changing the **y** to **i** and adding **es.**

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6. You may form the possessive of **athlete** and **ghost** by adding an apostrophe and s: **athlete's, ghost's.** Use these two possessive words in sentences.

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7. Find these words in your dictionary: **mistaken, noted, profit, total, handy.** Say them softly by syllables as shown there. Write the words.

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My First Test

Write each New Word below:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Write your Hard Words:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

My First Score _____

Is every word right? _____

Learning My Hard Words

Follow the directions for studying your Hard Words. If you have no Hard Words this week, write other words that you need to use.

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

Words I Misspelled on Last Friday's Test

_____ _____

_____ _____

_____ _____

Other Words to Spell

tackle referee fumble squeeze

Review Words

guest	decision	league	debt
nickel	separate	spirit	manager

1. Write your Review Words here.

_____ _____

_____ _____

_____ _____

_____ _____

2. Turn to your dictionary and find how **league** is respelled there. What sound has **ea**? Which letters are silent? Write a sentence using **league**.

_____

3. Mark the vowel sounds in **debt** and **spirit** in exercise 1.

My Friday Test

Turn to page 80 for your Friday test.

28. A Famous Skater

On February 16, 1947, Barbara Ann Scott of Ottawa won for Canada the women's world figure-skating championship. Since the age of seven she had forced herself to follow a rigid routine and all her relatives had encouraged her in planning for this great day.

She wore a gown of modern style, the pattern well-suited to her slight figure. Her high standard was the result of patient practice and natural ability. She never worried about the risk of a crash to the ice. The huge audience respectfully addressed its applause to her as she disappeared from the ice as calmly as if she were ending a concert programme. Her mother, with tears that would suggest joy rather than sorrow, had to rescue Barbara Ann from a throng of admirers.

New Words

forced	pattern	worried	disappeared
relatives	slight	risk	concert
planning	standard	crash	suggest
gown	patient	respectfully	sorrow
style	natural	addressed	rescue

1. Read the story and talk about it.
2. Pronounce the New Words. Underline them in the story. Then use them orally in sentences.
3. Write the New Words in the blanks below.

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Working with Words

1. Write the New Words that rhyme with **flash** and **flight**.

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2. Among your New Words are several having double consonants, as **gg**. Find and write each one. Underline each syllable in the words.

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3. Write in alphabetical order the New Words beginning with **r**.

(1)---------- (3)----------

(2)---------- (4)----------

4. Write the New Word in which **y** has the sound of long **i**. Then write the one that begins with a hard **g**.

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5. Write the New Words in which **ed** has the **t** sound.

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6. Find these words in your dictionary: **standard**, **natural**, **concert**, **patient**. Say each one softly by syllables. Write the words.

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7. Sometimes a word has two suffixes. Notice **respectfully**. Drop the **ly**. What word have you? Write it. Now drop **ful** too. What word remains?

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8. Study **disappeared**. Change **ed** to **ing** and **ance** and write the new words.

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My First Test

Write each New Word below:

1. _____ 11. _____
2. _____ 12. _____
3. _____ 13. _____
4. _____ 14. _____
5. _____ 15. _____
6. _____ 16. _____
7. _____ 17. _____
8. _____ 18. _____
9. _____ 19. _____
10. _____ 20. _____

My First Score _____

Write your Hard Words:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Is every word right? _____

Learning My Hard Words

Follow the directions for studying your Hard Words. If you have no Hard Words this week, write other words that you need to use.

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

Words I Misspelled on Last Friday's Test

_____ _____
_____ _____
_____ _____

Other Words to Spell

bracelet perfume flyer grieve

Review Words

examinations	athlete	strength	we've
beginning	salary	ghost	fairly

1. Write your Review Words here.

_____ _____
_____ _____
_____ _____
_____ _____

2. Write the singular form of **examinations** and the plural form of **ghost**.

_____ _____

3. Find **strength**, **athlete**, and **ghost** among the words you wrote in exercise 1. Mark the vowel sounds in these words. Use your dictionary for help.

My Friday Test

Turn to page 79 for your Friday test.

29. A Great Hockey Player

At seventeen Syl Apps was skilled in several sports. He never took his task lightly and could be counted on to refuse to miss a practice. In 1936, when a centre ice position became vacant, the Toronto Maple Leafs were able to obtain his services. Using his natural ability, this frank, serious young man was able to polish his play. Although comparatively unknown, he won the Outstanding Rookie Award. He was never satisfied unless he could manage to do well.

He suffered little from illness, but in 1938 he was injured and so was unable to play for much of the remainder of the season. His fans longed for him to recover. Syl Apps' skill won many a victory. In his sixth year as a professional he was awarded the Lady Byng Trophy. He will always rank as one of the really great hockey players.

New Words

seventeen	obtain	unknown	remainder
task	using	satisfied	recover
refuse	frank	manage	victory
practice	serious	illness	sixth
vacant	polish	unable	rank

1. Read the story and talk about it.
2. Pronounce the New Words. Underline them in the story. Then use them orally in sentences.
3. Write the New Words in the blanks below.

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Working with Words

1. Write two New Words that rhyme with **tank**.

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2. The prefix **un** means "not." Write two New Words beginning with **un**. What does each mean?

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3. Write the New Words that mean (1) sickness; (2) an undertaking; (3) empty; (4) what is left.

(1) ---------- (3) ----------

(2) ---------- (4) ----------

4. Write two New Words that are numerals. Underline a little word in each big word.

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5. Find the words **victory**, **recover**, **practice**, and **serious** in your dictionary. Say them softly by syllables. Write the words.

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6. Write **using** and **satisfied**. Give the rule for adding the suffix to each root word.

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7. Write **obtain**, **manage**, **polish**, and **refuse**. Now write each word with the suffix **ed** added. Check the two words which dropped final **e** before the suffix.

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8. The noun is spelled **practice**, the verb **practise**. Write the correct form in each blank.

I must ---------- my hockey.

Hockey ---------- is fun.

My First Test

Write each New Word below:

1. _____ 11. _____
2. _____ 12. _____
3. _____ 13. _____
4. _____ 14. _____
5. _____ 15. _____
6. _____ 16. _____
7. _____ 17. _____
8. _____ 18. _____
9. _____ 19. _____
10. _____ 20. _____

Write your Hard Words:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

My First Score _____

Is every word right?_____

Learning My Hard Words

Follow the directions for studying your Hard Words. If you have no Hard Words this week, write other words that you need to use.

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

Words I Misspelled on Last Friday's Test

_____ _____
_____ _____
_____ _____

Other Words to Spell

caddy tee solo undertake

Review Words

planning	style	relatives	concert
patient	suggest	respectfully	slight

1. Write your Review Words here.

_____ _____
_____ _____
_____ _____
_____ _____

2. Write sentences illustrating two meanings of **patient**.

_____

_____

3. In the words **suggest** and **slight** in exercise **1**, mark the vowel sounds correctly.

My Friday Test

Turn to page 81 for your Friday test.

30. Let's Make Sure

Review Words

Reread the plan for work during Review Week. The plan is given on page 11.

retire	handy	rank	sports
excel	frank	noted	practice
spirit	slight	grant	struck
unknown	stiff	gown	vacant
easier	using	object	umpire
we've	refuse	manage	decision
risk	ghost	inform	pitcher
thrown	separate	profit	league
recover	joint	crash	tennis
reward	sixth	mistaken	golf
tough	topic	task	touchdowns
style	salary	manager	victory
total	usually	remainder	basketball
suggest	group	admission	tournament
debt	sorrow	position	title
polish	satisfied	concert	success
relatives	obtain	regret	compete
athletic	prepare	serious	forced
pattern	fairly	promote	disappeared
temper	patient	bruise	respectfully
illness	planning	standard	strength
contest	unable	display	worried
mention	insist	therefore	payment
natural	athlete	winning	gentleman
central	rescue	addressed	seventeen

Words I Misspelled on My Friday Tests

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Reviewing Your Words

1. From among your Review Words find words to fill the blanks of the following letter:

Dear Frank,

I am glad that you like **s**_____ too. The boys in our town have just formed a baseball team called The Browns. We meet for **p**_____ every afternoon at three o'clock. In the five games which I have played I have never **s**_____ out. Sometimes we play at the park, but more often on a **v**_____ lot near my home. We are learning not to argue when the **u**_____ makes a **d**_____.

Our best **p**_____ is Don Gates. He hopes to become a big **l**_____ player someday.

In the fall we play football. Last season the final game ended with three **t**_____ in our favour. That was an easy **v**_____. We play **b**_____ during the winter months. This spring we thought we would win the district **t**_____, but in the final game the opposing team defeated us and captured the **t**_____.

Write me about your latest **s**_____ at swimming. Did you **c**_____ in the school meet?

Your cousin,

James

2. Write **disappeared.** Now drop the prefix **dis** and write **appeared.** Write **satisfied.** Then add the prefix **dis** and write **dissatisfied.** Notice that you have an ss only when you put **dis** before a word beginning with **s.** Now write **disappointed** and **disobeyed.**

3. Write **usually** and **respectfully.** The suffix **ly** was added to each root word without any change. Add **ly** to **serious, total, frank, stiff, central,** and **slight** without changing the root words. Write the words on your paper. Which words have **ll** in them?

4. Look at **success.** Now write **successful, successfully, unsuccessful,** and **unsuccessfully.** Underline the prefixes and suffixes in the forms made from **success.**

5. Each of the following words contains two vowels which are written together and given a single sound: **bruise, group, remainder, obtain, mention, easier, fairly, decision, tournament, tough.** Say the words. Write them. In each word underline the two vowels having a single sound. Then find each word in the dictionary and write the sound of the underlined vowels after each word on your paper. For example,

bruise oo

6. Make new words by placing the prefix **un** before **natural, fairly, usually,** and **worried.**

7. Write **win** and **winning** in opposite blanks. Then write **plan** and **planning.** Such words as these, which have only one syllable and end in a single consonant preceded by a single vowel, usually double the consonant before adding **ed** or **ing.** Underline the single consonant and the single vowel in each root word. Other words which double the final consonant are **run, beg, sit, get, let,** and **tag.** Write **running, begging, sitting, getting, letting,** and **tagging.**

Wednesday Test

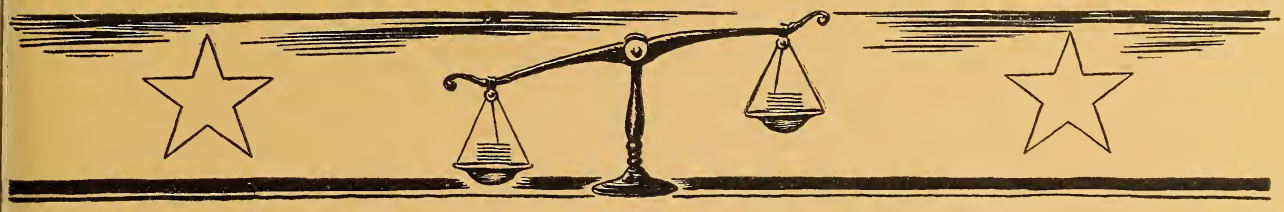
Turn to page 87 and write the first half of your Review Words.

Thursday Test

Turn to page 87 and write the second half of your Review Words.

Spelling Demons

Write your Spelling Demons here.



31. Knowing the Law

The good citizen knows and obeys the law. He may be called to serve on a jury and to assist the judge of his district in enforcing justice. If someone should accuse him of a crime which he did not commit, he should employ a lawyer whose opinion and ability he respects. The lawyer will defend him at his trial and in a speech point to proof of his innocence and secure a verdict of not guilty. Our laws and our court system will prevent the passing of an unjust prison sentence.

The good citizen neither fears nor hates the police; he respects them for their strict enforcement of the law. The motorist whose need for haste might tempt him to speed knows that he must obey the law even in the absence of the officer with his uniform and badge.

New Words

citizen	lawyer	guilty	strict
assist	opinion	prison	haste
judge	trial	sentence	absence
district	speech	neither	officer
accuse	proof	police	badge

Follow the directions for Monday on page 1. Copy the New Words below and in the next column.

Working with Words

1. Add an apostrophe and s ('s) to **citizen**, **officer**, **lawyer**, and **judge** to make possessive forms. Write the possessive forms.

---

2. Write **badge**, **haste**, **strict**, **assist**, **accuse**, **trial**, **sentence**, and **district**. Find each word in the dictionary. How is each vowel marked? Cross out each silent **e** and mark the other vowels.

---

3. Find **opinion**, **absence**, **prison**, **police**, **neither**, and **guilty** in your dictionary. Say the words softly. Write each word and underline the syllables.

---

4. Write the New Words that rhyme with **roof** and **beech**.

Finish copying the New Words here.

My First Test

Write each New Word below:

1. _____ 11. _____
2. _____ 12. _____
3. _____ 13. _____
4. _____ 14. _____
5. _____ 15. _____
6. _____ 16. _____
7. _____ 17. _____
8. _____ 18. _____
9. _____ 19. _____
10. _____ 20. _____

My First Score _____

Write your Hard Words:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Is every word right?_____

Learning My Hard Words

Follow the directions for studying your Hard Words. If you have no Hard Words this week, write other words that you need to use.

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

Words I Misspelled on Last Friday's Test

_____ _____
_____ _____
_____ _____

Other Words to Spell

naughty prisoner text murder

Review Words

government	vacant	serious	unknown
national	practice	satisfied	remainder

1. Write your Review Words here.

_____ _____
_____ _____
_____ _____
_____ _____

2. Cross out the incorrect spellings:

(**Practise**, **Practice**) makes perfect.
(**Practice**, **Practise**) your music.

3. Drop the final **e** in **practise** and add **ed** and **ing**.

_____ _____

My Friday Test

Turn to page 82 for your Friday test.

32. Carrying on Business

The good citizen prepares himself for some occupation or business. Trade, manufacture, and farming are all necessary to our country's welfare. When the druggist sells you medicine or toilet articles, the grocer a bag of flour, the drygoods merchant a garment, or the hardware dealer a camping outfit, each is performing a valuable service. The rapid exchange of goods enables our factories to continue manufacturing. The merchants who insert advertisements of their bargain sales in the daily papers are helping to keep the wheels of industry turning.

The good citizen buys wisely and practises thrift, so that on receiving his monthly bills he can pay them promptly. A loan may help him for a short time but it must always be repaid. Unless a person's receipts are greater than his expenses, he may soon be in serious trouble.

New Words

manufacture	hardware	factories	thrift
druggist	outfit	manufacturing	receiving
grocer	valuable	insert	monthly
merchant	rapid	bargain	loan
garment	exchange	industry	receipts

1. Read the story and talk about it.
2. Pronounce the New Words. Underline them in the story. Then use them orally in sentences.
3. Write the New Words in the blanks below.

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Working with Words

1. Write the words **manufacture** and **manufacturing**. What change was made in **manufacture** before adding **ing**? Instead of **ing** add the suffixes **ed** and **er** to **manufacture**. Say each word softly by syllables.

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2. Write the New Words that rhyme with **moan** and **lift**.

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3. Write **factories** and **industry**. Now write the singular form of the first word and the plural form of the second one.

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4. Write **receiving** and **receipts**. Underline the part of each word that is the same. What does each word mean?

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5. Find these words in the dictionary: **hardware, outfit, exchange, insert, bargain, garment**. What does each one mean? Use each word orally in a sentence.

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6. Write in alphabetical order the words you did not write in exercises 1 to 5.

(1)---------- (4)----------

(2)---------- (5)----------

(3)---------- (6)----------

My First Test

Write each New Word below:

1. _____ 11. _____
2. _____ 12. _____
3. _____ 13. _____
4. _____ 14. _____
5. _____ 15. _____
6. _____ 16. _____
7. _____ 17. _____
8. _____ 18. _____
9. _____ 19. _____
10. _____ 20. _____

Write your Hard Words:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

My First Score _____

Is every word right? _____

Learning My Hard Words

Follow the directions for studying your Hard Words. If you have no Hard Words this week, write other words that you need to use.

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

Words I Misspelled on Last Friday's Test

_____ _____

_____ _____

_____ _____

Other Words to Spell

lend banker multiply divisor

Review Words

business	neither	citizen	sentence
arithmetic	absence	strict	opinion

1. Write your Review Words here.

_____ _____

_____ _____

_____ _____

_____ _____

2. Write the plural form of **opinion** and **citizen**.

_____ _____

3. Make two new words by adding **er** and **est** to **strict**.

_____ _____

My Friday Test

Turn to page 81 for your Friday test.

33. Supporting Education

The good citizen is eager to support education. From the time he enters kindergarten or the primary grades, through the middle grades and grammar grades or junior high school, until he is ready to graduate from the twelfth grade, the citizen is in training. Every examination is in a sense a test of citizenship. The state is interested in preparing everyone to occupy a useful place in life. If an orphan or a poor boy or girl shows promise of success, he may be helped to finish college or given other training to fit him for his chosen occupation.

Although the school tax may seem to be a burden, most people pay it gladly. They know that our country will look in vain for good citizens among the ignorant and the selfish. Education is a finer treasure than riches or jewels.

New Words

education	graduate	occupy	burden
kindergarten	twelfth	orphan	vain
primary	training	promise	selfish
grammar	examination	college	treasure
junior	preparing	tax	jewels

1. Read the story and talk about it.
2. Pronounce the New Words. Underline them in the story. Then use them orally in sentences.
3. Write the New Words in the blanks below.

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Working with Words

1. Find these words in your dictionary: **education, examination, graduate, primary, kindergarten.** Say each one, listening for every sound. Write the words, underline each syllable, and put in the accent marks.

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2. Write the New Words that rhyme with **wax** and **main.**

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3. Write the New Words that mean (1) a heavy load; (2) the numeral after eleventh; (3) a place for education beyond the high school; and (4) a child whose parents are not living.

(1)---------- (3)----------

(2)---------- (4)----------

4. Write **training** and **preparing.** Use your dictionary to find ways in which these words are alike in meaning. Now write **treasure** and **jewels.** How are these words alike in meaning? How are they different? Use the four words orally in sentences.

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5. Find the meanings of **grammar** and **junior.** Write sentences illustrating one meaning of each word.

----

6. Write **selfish.** Write another word by placing the prefix **un** before **selfish.**

---------- ----------

7. Say **occupy** and **promise** by syllables as shown in your dictionary. Write the words.

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My First Test

Write each New Word below:

1. _____ 11. _____
2. _____ 12. _____
3. _____ 13. _____
4. _____ 14. _____
5. _____ 15. _____
6. _____ 16. _____
7. _____ 17. _____
8. _____ 18. _____
9. _____ 19. _____
10. _____ 20. _____

Write your Hard Words:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

My First Score _____

Is every word right? _____

Learning My Hard Words

Follow the directions for studying your Hard Words. If you have no Hard Words this week, write other words that you need to use.

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

Words I Misspelled on Last Friday's Test

_____ _____
_____ _____
_____ _____

Other Words to Spell

booklets pearl ivory you'd

Review Words

niece receiving valuable bargain
nephew receipts manufacturing merchant

1. Write your Review Words here.

_____ _____
_____ _____
_____ _____
_____ _____

2. Put a check after the word in exercise 1 in which **ai** sounds like **ĭ**. Put a cross after the word in which **ie** sounds like **ē**. Put two crosses after the words in which **ei** sounds like **ē**.

3. Write the plural form of **bargain** and **merchant**.

_____ _____

My Friday Test

Turn to page 82 for your Friday test.

34. Supporting Good Government

The premier said, "You should select as mayor, councillor, or other officers, men of a type that can be trusted to make good laws and not yield to those who are corrupt. The welfare of the community is at stake in every election."

Public health and safety depend upon the men whom the voters elect. Unless his surroundings are clean, the citizen cannot be free from disease; and unless the highways and streets are kept in repair, he may meet with injury or even be the victim of a fatal accident.

The citizen should unite with others who demand worthy leadership and should defeat a weak or dishonest candidate. In the union of honest men, there is offered the best opportunity to get rid of those who are a disgrace to good government.

New Words

premier	stake	repair	demand
select	election	injury	defeat
mayor	depend	victim	union
type	elect	fatal	offered
yield	disease	unite	disgrace

1. Read the story and talk about it.
2. Pronounce the New Words. Underline them in the story. Then use them orally in sentences.
3. Write the New Words in the blanks below.

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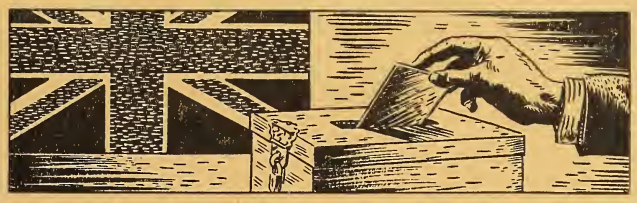

Working with Words

1. Write the names of the highest officer of a province and of a city.

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2. Write **union** and **unite**. Say each word carefully.

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3. Write these words in alphabetical order: **defeat, disgrace, demand, disease, defend.**

(1) ---------- (3) ----------

(2) ---------- (4) ----------

(5) ----------

4. Write **select**, **elect**, and **election**. Underline the part of each word that is the same. Use your dictionary to find how these words differ in meaning. Use each one orally in a sentence.

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5. Find **injury** and **repair** in your dictionary. Say the words by syllables. Write the words.

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6. Write **offered**. Underline the suffix. Now write **offer** and add the suffix **ing**.

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7. Write the one-syllable words on the first line below and the two-syllable words on the second line: **victim, yield, stake, fatal, type.**

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My First Test

Write each New Word below:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Write your Hard Words:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

My First Score _____

Is every word right?_____

Learning My Hard Words

Follow the directions for studying your Hard Words. If you have no Hard Words this week, write other words that you need to use.

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

Words I Misspelled on Last Friday's Test

_____ _____

_____ _____

_____ _____

Other Words to Spell

ballot drain beggar murmur

Review Words

grammar examination primary college
graduate kindergarten twelfth junior

1. Write your Review Words here.

_____ _____

_____ _____

_____ _____

_____ _____

2. Write the plural form of **examination** and **kindergarten**.

_____ _____

3. Find **college**, **twelfth**, and **graduate** among the words you wrote in exercise 1. Mark the sound of each vowel in these words. Use your dictionary.

My Friday Test

Turn to page 81 for your Friday test.

35. Citizens of the Sixth Grade

One sixth grade wanted to learn more about good citizenship. A lawyer who accepted an invitation to visit them advised them to study current events in their class in social studies. The leader of a scout troop told them about scouting.

The class decided to divide into four groups. Each group was expected to report on its work during the closing period on Fridays. One day the class made this list of Do's and Don't's for Young Citizens.

1. Make your neighbourhood attractive. 2. Be kind to dumb animals. 3. Obey the leaders whom you appoint. 4. Be ready to forgive a person who has offended you. 5. Take a joke with good humour. 6. Don't use coarse language. 7. Don't tease younger boys and girls. 8. Don't cheat. 9. Don't pretend to know more than you really do. 10. Don't permit gossip or false rumours to poison your mind.

New Words

invitation	divide	whom	tease
advised	expected	appoint	cheat
current	closing	forgive	pretend
social	neighbourhood*	humour*	permit
troop	dumb	coarse	poison

*Also spelled **neighborhood, humor.**

1. Pronounce the New Words. Underline them in the story. Then use them orally in sentences.
2. Write the New Words in the blanks below.

Working with Words

1. Write the New Words in which **ea** sounds like **ē**.

---

2. Write the New Word that ends in silent **b**. Then write the New Word that rhymes with **loop**.

---

3. Find the New Word that is a homonym of **course**. Write sentences using both the New Word and **course**.

---

4. Write **closing** and **advised**. Add **ed** to **close** and **ing** to **advise**. Remember to drop the final **e**.

---

5. Write **divide** and **forgive**. Drop the final **e** and add **ing** to each word. Write the new words.

---

6. Find the words **neighbourhood, social, current,** and **invitation** in the dictionary. Say them by syllables. Write each word, underline the syllables, and put in the accent marks.

---

7. Pronounce **whom** and **humour**. Write each word.

---

8. Write **poison, permit, pretend, expected,** and **appoint** in alphabetical order.

(1)_____ (3)_____

(2)_____ (4)_____

(5)_____

My First Test

Write each New Word below:

1. _____ 11. _____
2. _____ 12. _____
3. _____ 13. _____
4. _____ 14. _____
5. _____ 15. _____
6. _____ 16. _____
7. _____ 17. _____
8. _____ 18. _____
9. _____ 19. _____
10. _____ 20. _____

My First Score _____

Write your Hard Words:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Is every word right?_____

Learning My Hard Words

Follow the directions for studying your Hard Words. If you have no Hard Words this week, write other words that you need to use.

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

Words I Misspelled on Last Friday's Test

_____ _____
_____ _____
_____ _____

Other Words to Spell

rumour banner swear insult

Review Words

accident	disease	type	fatal
course	premier	yield	select

1. Write your Review Words here.

_____ _____
_____ _____
_____ _____
_____ _____

2. Add **ed** to **yield** and **select.**

_____ _____

3. Add **al** to **accident** and **ly** to **fatal.** Write the new words. Say them. Use them orally in sentences.

_____ _____

My Friday Test

Turn to page 82 for your Friday test.

36. Let's Make Sure

Review Words

Reread the plan for work during Review Week. The plan is given on page 11.

tax	loan	trial	disgrace
humour	junior	rapid	sentence
yield	social	training	manufacturing
police	mayor	closing	kindergarten
druggist	accuse	fatal	neighbourhood
orphan	bargain	prison	disease
dumb	jewels	thrift	district
elect	tease	vain	factories
neither	repair	permit	examination
exchange	badge	union	invitation
grammar	insert	lawyer	premier
cheat	promise	garment	guilty
demand	whom	selfish	receiving
assist	merchant	defeat	expected
preparing	monthly	strict	select
divide	twelfth	receipts	haste
stake	appoint	occupy	manufacture
judge	unite	coarse	graduate
grocer	proof	injury	current
education	outfit	opinion	election
advised	college	hardware	citizen
depend	forgive	burden	valuable
absence	type	pretend	primary
industry	officer	victim	poison
treasure	speech	offered	troop

Words I Misspelled on My Friday Tests

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Reviewing Your Words

1. You have learned and used these three rules for adding s or es to words:

> 1. Most words add s to the root form without any change.
> 2. Words ending in **sh**, **ch**, ss, **x**, or **z** add es instead of s. For example, **bush—bushes**; **church—churches**; **hiss—hisses**; **box—boxes**; **buzz—buzzes**.
> 3. Words ending in a consonant and **y** change the **y** to **i** and add es. Words ending in a vowel and **y** simply add the s. For example, **party—parties**; **monkey—monkeys**.

List the following Review Words: **tax**, **injury**, **loan**, **burden**, **industry**, **speech**, **garment**, **district**. Add s or es correctly to each one. Write the new words.

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2. The word **kindergarten** is formed from two German words, **kinder**, meaning "children," and **garten**, meaning "garden." Find the meaning of **kindergarten** in your dictionary. Write a sentence using the word.

---

3. In your dictionary find two meanings of **type** Illustrate each meaning in a sentence.

---

4. Write **elect**, **election**, and **elector**. Pronounce each word carefully. Be sure to hear every sound. Underline the part of each word that is the same.

5. Write these Review Words: **yield**, **neighbourhood**, **receipts**, **receiving**, **neither**. Review the rule for using **ei** and **ie** on page 48. Explain how it applies to the first four of the words. The word **neither** is one of the exceptions to the rule.

6. Study the following sentences:

(1) The dignified old judge entered the room.
(2) Everyone respects Judge Knight.
(3) Our premier is a busy man.
(4) We heard Premier Smith speak.
(5) The chief officer in our city is the mayor.
(6) The city parks were developed by Mayor Reed.

Notice that the words **judge**, **premier**, and **mayor** are capitalized when they are used as titles and as part of the name of a particular person. As you read the following sentences, decide whether a capital letter or a small letter is needed to fill each blank:

(1) Before a man becomes ___remier, he must be a member of the Legislative Assembly.
(2) The first bond was sold to ___ayor Hall.
(3) Fishing is ___udge Emerson's hobby.
(4) A ___ayor is chosen at the city election.
(5) The aeroplane was flown by ___remier Kidd.

7. Find two meanings for **sentence** and **yield**. Illustrate each meaning in a sentence.

8. Write these words: **disease**, **appoint**, **treasure**, **vain**, **tease**, **bargain**, **coarse**, **defeat**. Underline the double vowels in each word. Opposite each word write the sound of the double vowels. For example,

disease ē

9. Add **ed** and **ing** to **tease**, **loan**, **promise**, **assist**, **divide**, and **repair**. Use the rules you have learned.

Wednesday Test

Turn to page 88 and write the first half of your Review Words.

Thursday Test

Turn to page 88 and write the second half of your Review Words.

Spelling Demons

Write your Spelling Demons here.

Friday Test for Lesson 1

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Find your mistakes. Put a X after every word that you spelled wrong. Then write the words you misspelled in the space *Words I Misspelled on Last Friday's Test* on page 4. Keep your record on the Progress Chart on page 96. Follow these steps every Friday.

Friday Test for Lesson 3

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____

Find your mistakes. Write on page 8 the words you misspelled. Mark your Progress Chart.

Friday Test for Lesson 5

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____

Find your mistakes. Write on page 14 the words you misspelled. Mark your Progress Chart.

Friday Test for Lesson 2

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____

Find your mistakes. Write on page 6 the words you misspelled. Mark your Progress Chart.

Friday Test for Lesson 4

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____

Find your mistakes. Write on page 10 the words you misspelled. Mark your Progress Chart.

Friday Test for Lesson 7

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____

Find your mistakes. Write on page 16 the words you misspelled. Mark your Progress Chart.

Friday Test for Lesson 9

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____

Find your mistakes. Write on page 20 the words you misspelled. Mark your Progress Chart.

Friday Test for Lesson 11

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____

Find your mistakes. Write on page 26 the words you misspelled. Mark your Progress Chart.

Friday Test for Lesson 14

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____

Find your mistakes. Write on page 30 the words you misspelled. Mark your Progress Chart.

Friday Test for Lesson 8

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____

Find your mistakes. Write on page 18 the words you misspelled. Mark your Progress Chart.

Friday Test for Lesson 10

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____

Find your mistakes. Write on page 22 the words you misspelled. Mark your Progress Chart.

Friday Test for Lesson 13

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____

Find your mistakes. Write on page 28 the words you misspelled. Mark your Progress Chart.

Friday Test for Lesson 15

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____

Find your mistakes. Write on page 32 the words you misspelled. Mark your Progress Chart.

Friday Test for Lesson 17

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____

Find your mistakes. Write on page 38 the words you misspelled. Mark your Progress Chart.

Friday Test for Lesson 20

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____

Find your mistakes. Write on page 42 the words you misspelled. Mark your Progress Chart.

Friday Test for Lesson 16

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____

Find your mistakes. Write on page 34 the words you misspelled. Mark your Progress Chart.

Friday Test for Lesson 19

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____

Find your mistakes. Write on page 40 the words you misspelled. Mark your Progress Chart.

Friday Test for Lesson 21

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____

Find your mistakes. Write on page 44 the words you misspelled. Mark your Progress Chart.

Friday Test for Lesson 23

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____

Find your mistakes. Write on page 50 the words you misspelled. Mark your Progress Chart.

Friday Test for Lesson 26

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____

Find your mistakes. Write on page 54 the words you misspelled. Mark your Progress Chart.

Friday Test for Lesson 28

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____

Find your mistakes. Write on page 58 the words you misspelled. Mark your Progress Chart.

Friday Test for Lesson 22

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____

Find your mistakes. Write on page 46 the words you misspelled. Mark your Progress Chart.

Friday Test for Lesson 25

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____

Find your mistakes. Write on page 52 the words you misspelled. Mark your Progress Chart.

Friday Test for Lesson 27

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____

Find your mistakes. Write on page 56 the words you misspelled. Mark your Progress Chart.

Friday Test for Lesson 29

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____

Find your mistakes. Write on page 62 the words you misspelled. Mark your Progress Chart.

Friday Test for Lesson 32

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____

Find your mistakes. Write on page 66 the words you misspelled. Mark your Progress Chart.

Friday Test for Lesson 34

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____

Find your mistakes. Write on page 70 the words you misspelled. Mark your Progress Chart.

Friday Test for Lesson 31

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____

Find your mistakes. Write on page 64 the words you misspelled. Mark your Progress Chart.

Friday Test for Lesson 33

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____

Find your mistakes. Write on page 68 the words you misspelled. Mark your Progress Chart.

Friday Test for Lesson 35

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____

Find your mistakes. Mark your Progress Chart.

Lesson 6 · Wednesday Test

1. _____ 26. _____
2. _____ 27. _____
3. _____ 28. _____
4. _____ 29. _____
5. _____ 30. _____
6. _____ 31. _____
7. _____ 32. _____
8. _____ 33. _____
9. _____ 34. _____
10. _____ 35. _____
11. _____ 36. _____
12. _____ 37. _____
13. _____ 38. _____
14. _____ 39. _____
15. _____ 40. _____
16. _____ 41. _____
17. _____ 42. _____
18. _____ 43. _____
19. _____ 44. _____
20. _____ 45. _____
21. _____ 46. _____
22. _____ 47. _____
23. _____ 48. _____
24. _____ 49. _____
25. _____ 50. _____

Correct your paper.
Put a X after each word that you misspelled.
These words are your Spelling Demons.

Lesson 6 · Thursday Test

51. _____ 76. _____
52. _____ 77. _____
53. _____ 78. _____
54. _____ 79. _____
55. _____ 80. _____
56. _____ 81. _____
57. _____ 82. _____
58. _____ 83. _____
59. _____ 84. _____
60. _____ 85. _____
61. _____ 86. _____
62. _____ 87. _____
63. _____ 88. _____
64. _____ 89. _____
65. _____ 90. _____
66. _____ 91. _____
67. _____ 92. _____
68. _____ 93. _____
69. _____ 94. _____
70. _____ 95. _____
71. _____ 96. _____
72. _____ 97. _____
73. _____ 98. _____
74. _____ 99. _____
75. _____ 100. _____

My Score _____

Write them correctly in the blanks on page 12.
Keep your record on the Progress Chart on page 96.

Lesson 12 · Wednesday Test

1. _____ 26. _____
2. _____ 27. _____
3. _____ 28. _____
4. _____ 29. _____
5. _____ 30. _____
6. _____ 31. _____
7. _____ 32. _____
8. _____ 33. _____
9. _____ 34. _____
10. _____ 35. _____
11. _____ 36. _____
12. _____ 37. _____
13. _____ 38. _____
14. _____ 39. _____
15. _____ 40. _____
16. _____ 41. _____
17. _____ 42. _____
18. _____ 43. _____
19. _____ 44. _____
20. _____ 45. _____
21. _____ 46. _____
22. _____ 47. _____
23. _____ 48. _____
24. _____ 49. _____
25. _____ 50. _____

Correct your paper.
Put a X after each word that you misspelled.
These words are your Spelling Demons.

Lesson 12 · Thursday Test

51. _____ 76. _____
52. _____ 77. _____
53. _____ 78. _____
54. _____ 79. _____
55. _____ 80. _____
56. _____ 81. _____
57. _____ 82. _____
58. _____ 83. _____
59. _____ 84. _____
60. _____ 85. _____
61. _____ 86. _____
62. _____ 87. _____
63. _____ 88. _____
64. _____ 89. _____
65. _____ 90. _____
66. _____ 91. _____
67. _____ 92. _____
68. _____ 93. _____
69. _____ 94. _____
70. _____ 95. _____
71. _____ 96. _____
72. _____ 97. _____
73. _____ 98. _____
74. _____ 99. _____
75. _____ 100. _____

My Score _____

Write them correctly in the blanks on page 24.
Keep your record on the Progress Chart on page 96.

Lesson 18 · Wednesday Test

1.	26.	51.	76.
2.	27.	52.	77.
3.	28.	53.	78.
4.	29.	54.	79.
5.	30.	55.	80.
6.	31.	56.	81.
7.	32.	57.	82.
8.	33.	58.	83.
9.	34.	59.	84.
10.	35.	60.	85.
11.	36.	61.	86.
12.	37.	62.	87.
13.	38.	63.	88.
14.	39.	64.	89.
15.	40.	65.	90.
16.	41.	66.	91.
17.	42.	67.	92.
18.	43.	68.	93.
19.	44.	69.	94.
20.	45.	70.	95.
21.	46.	71.	96.
22.	47.	72.	97.
23.	48.	73.	98.
24.	49.	74.	99.
25.	50.	75.	100.

Correct your paper.
Put a X after each word that you misspelled.
These words are your Spelling Demons.

Lesson 18 · Thursday Test

My Score _____

Write them correctly in the blanks on page 36.
Keep your record on the Progress Chart on page 96.

Lesson 24 · Wednesday Test

1. _____ 26. _____
2. _____ 27. _____
3. _____ 28. _____
4. _____ 29. _____
5. _____ 30. _____
6. _____ 31. _____
7. _____ 32. _____
8. _____ 33. _____
9. _____ 34. _____
10. _____ 35. _____
11. _____ 36. _____
12. _____ 37. _____
13. _____ 38. _____
14. _____ 39. _____
15. _____ 40. _____
16. _____ 41. _____
17. _____ 42. _____
18. _____ 43. _____
19. _____ 44. _____
20. _____ 45. _____
21. _____ 46. _____
22. _____ 47. _____
23. _____ 48. _____
24. _____ 49. _____
25. _____ 50. _____

Correct your paper.
Put a X after each word that you misspelled.
These words are your Spelling Demons.

Lesson 24 · Thursday Test

51. _____ 76. _____
52. _____ 77. _____
53. _____ 78. _____
54. _____ 79. _____
55. _____ 80. _____
56. _____ 81. _____
57. _____ 82. _____
58. _____ 83. _____
59. _____ 84. _____
60. _____ 85. _____
61. _____ 86. _____
62. _____ 87. _____
63. _____ 88. _____
64. _____ 89. _____
65. _____ 90. _____
66. _____ 91. _____
67. _____ 92. _____
68. _____ 93. _____
69. _____ 94. _____
70. _____ 95. _____
71. _____ 96. _____
72. _____ 97. _____
73. _____ 98. _____
74. _____ 99. _____
75. _____ 100. _____

My Score _____

Write them correctly in the blanks on page 48.
Keep your record on the Progress Chart on page 96.

Lesson 30 · Wednesday Test

1. _____ 26. _____
2. _____ 27. _____
3. _____ 28. _____
4. _____ 29. _____
5. _____ 30. _____
6. _____ 31. _____
7. _____ 32. _____
8. _____ 33. _____
9. _____ 34. _____
10. _____ 35. _____
11. _____ 36. _____
12. _____ 37. _____
13. _____ 38. _____
14. _____ 39. _____
15. _____ 40. _____
16. _____ 41. _____
17. _____ 42. _____
18. _____ 43. _____
19. _____ 44. _____
20. _____ 45. _____
21. _____ 46. _____
22. _____ 47. _____
23. _____ 48. _____
24. _____ 49. _____
25. _____ 50. _____

Correct your paper.
Put a X after each word that you misspelled.
These words are your Spelling Demons.

Lesson 30 · Thursday Test

51. _____ 76. _____
52. _____ 77. _____
53. _____ 78. _____
54. _____ 79. _____
55. _____ 80. _____
56. _____ 81. _____
57. _____ 82. _____
58. _____ 83. _____
59. _____ 84. _____
60. _____ 85. _____
61. _____ 86. _____
62. _____ 87. _____
63. _____ 88. _____
64. _____ 89. _____
65. _____ 90. _____
66. _____ 91. _____
67. _____ 92. _____
68. _____ 93. _____
69. _____ 94. _____
70. _____ 95. _____
71. _____ 96. _____
72. _____ 97. _____
73. _____ 98. _____
74. _____ 99. _____
75. _____ 100. _____

My Score _____

Write them correctly in the blanks on page 60.
Keep your record on the Progress Chart on page 96.

Lesson 36 · Wednesday Test

1. _____ 26. _____
2. _____ 27. _____
3. _____ 28. _____
4. _____ 29. _____
5. _____ 30. _____
6. _____ 31. _____
7. _____ 32. _____
8. _____ 33. _____
9. _____ 34. _____
10. _____ 35. _____
11. _____ 36. _____
12. _____ 37. _____
13. _____ 38. _____
14. _____ 39. _____
15. _____ 40. _____
16. _____ 41. _____
17. _____ 42. _____
18. _____ 43. _____
19. _____ 44. _____
20. _____ 45. _____
21. _____ 46. _____
22. _____ 47. _____
23. _____ 48. _____
24. _____ 49. _____
25. _____ 50. _____

Lesson 36 · Thursday Test

51. _____ 76. _____
52. _____ 77. _____
53. _____ 78. _____
54. _____ 79. _____
55. _____ 80. _____
56. _____ 81. _____
57. _____ 82. _____
58. _____ 83. _____
59. _____ 84. _____
60. _____ 85. _____
61. _____ 86. _____
62. _____ 87. _____
63. _____ 88. _____
64. _____ 89. _____
65. _____ 90. _____
66. _____ 91. _____
67. _____ 92. _____
68. _____ 93. _____
69. _____ 94. _____
70. _____ 95. _____
71. _____ 96. _____
72. _____ 97. _____
73. _____ 98. _____
74. _____ 99. _____
75. _____ 100. _____

Correct your paper.
Put a X after each word that you misspelled.
These words are your Spelling Demons.

My Score _____

Write them correctly in the blanks on page 72.
Keep your record on the Progress Chart on page 96.

Words for the First Half Year

abroad
accept
ache
addition
admire
admit
adventure
advice
advise
agreed
allowed
alphabet
altogether
ancient
angels
appeared
arises
arranged
arrive
artist
assembly
astonish
attack
attempt
attract
auditorium
autumn
avenue
average
avoid
await

beneath
birth
blizzards
bound
boundary
brain

calendar
camera
carefully
castle
cautious
ceiling
celebrate
chapel
chapter
choice
chosen
clearly
closet
collar
collect
comfortable
commence
complete
condition
conduct
conquer
consider
continent
continue
continued
control
copies
correct
courage
court
creatures
crew
crown
crush
curious
custom

damage
decided
decorate
defend
delay
delight
deny
describe
design
desire
destroy
develop
differences
direct
direction
disappoint
disappointed
discover
dispute
distant
disturb
division
doubt
drawn
dying

eager
eagle
earliest
easily
eastern
effect
enemies
enemy
enjoying
entire
entrance
equal
erect
especially
event
exact
exactly
excite
exhibit
explained

faint
faith
famous
fashion
feeble
female
fierce
film
finally
flash
flavour
force
foreign
forenoon
forever
forgotten
former
fountain
freedom
frighten
fully
fund
funeral
furnish
future

gallery
geese
generally
gentlemen
gladly
globe
gloomy
greatly
growth

handled
harbour
heavens
holy
horrible
however
huge
hunger
hurried
hymns

I'd
idea
imagine
include
increased
information
injure
inspect
interested
invent
itself

jealous
justice
keen
knowledge

latter
length
liberty
lightning
likely
literature
local
located
lodge
loyal

married
marry
mass
measure
medal
medicine
merely
metal
method
midnight
million
minister
motion
mount
movement
museum

necessary
neglect
northern
noticed

omitted
opened
opposite
organ
ornament
ourselves

paragraph
patience
period
pledge
poet
poetry
population
possibly
postal
prayer
prefer
prevent
principal
probably
progress
purpose
puzzle

rapidly
rare
recently
record
regard
regular
relation
relief
religion
remove
repeat
request
require
royal

safely
sample
satin
satisfy
savage
science
scrap
section
seldom
sense
settled
shadow
shelter
shepherds
shook
silence
simply
source
southern
special
spite
stage
statue
student
succeed
successful
support
supposed
surface
surround
swallow
swamp
system

temperature
temple
tender
theatre
thirsty
tie
timid
trace
travelling
twilight

ugly
universe

vessel

wander
wealthy
weekly
we'll
whatever
within
worship
wounds
writer

zone

Tests for the First Half Year

Test A

1.		26.	
2.		27.	
3.		28.	
4.		29.	
5.		30.	
6.		31.	
7.		32.	
8.		33.	
9.		34.	
10.		35.	
11.		36.	
12.		37.	
13.		38.	
14.		39.	
15.		40.	
16.		41.	
17.		42.	
18.		43.	
19.		44.	
20.		45.	
21.		46.	
22.		47.	
23.		48.	
24.		49.	
25.		50.	

My Score _____

Test B

1.		26.	
2.		27.	
3.		28.	
4.		29.	
5.		30.	
6.		31.	
7.		32.	
8.		33.	
9.		34.	
10.		35.	
11.		36.	
12.		37.	
13.		38.	
14.		39.	
15.		40.	
16.		41.	
17.		42.	
18.		43.	
19.		44.	
20.		45.	
21.		46.	
22.		47.	
23.		48.	
24.		49.	
25.		50.	

My Score _____

Words for the Second Half Year

board
bsence
ccuse
ction
ddressed
dmission
dvised
fford
gent
ppoint
ssist
thlete
thletic

adge
aggage
alance
argain
asketball
ruise
urden
utcher

ement
entral
heat
heck
heerful
itizen
lerk
losing
oach
oarse
ollege
ompete
omplain
oncert
onductor
onnected
ontained
ontest
onversation
rash
urrent
urve

debt

decision
defeat
demand
depend
depot
dessert
difficult
disappeared
disease
disgrace
display
district
divide
druggist
due
dumb
duties

earlier
easier
education
eighth
elect
election
encourage
engineer
entered
entertain
envelope
error
examination
excel
excellent
exchange
exercise
expected
expense

factories
failure
fairly
faithful
false
fancy
fare
fatal
favourite

fee
forced
forgive
fortune
frank
freight

garment
gasoline
gentleman
ghost
golf
gown
graduate
grammar
grant
grocer
grocery
group
guilty

handy
hardware
haste
headache
height
hospital
hostess
humour

illness
impossible
industry
inform
injury
insert
insist
intended
invention
invitation

jewels
job
joint
judge
junior

kindergarten

lantern
lawyer
league
lively
loan

manage
manager
manufacture
manufacturing
mayor
memory
mention
merchant
message
mistaken
model
monthly
mood

natural
neighbourhood
neither
nerve
ninth
noted

object
oblige
obtain
occupy
offered
officer
omit
opinion
orphan
outfit

parcels
parlour
passage
passenger
patient
pattern
payment
permission
permit
pilot
pitcher
planning
platform
poison
police
polish
position
practice
(practise)
precious
premier
prepare
preparing
pretend
primary
prison
profit
promise
promote
proof
purchase
pure

rank
rapid
rates
receipts
receive
receiving
recover
refuse
regret
relatives
remainder
remind
repair
rescue
reserve
respectfully
retire
reward
risk
route
rushed

salad
salary
salute
sandwich
satisfied
scene
scenery
select
selfish
sentence
separate
serious
serve
service
seventeen
sickness
signal
sixth
slight
social
sorrow
speech
spirit
splendid
sports
stake
standard
steer
stiff
strength
stretch
strict
struck
style
success
suggest

task
tax
tease
temper
tennis
therefore

thrift
thrill
thrown
title
tomatoes
topic
total
touchdowns
tough
tourist
tournament
traffic
training
treasure
trial
troop
tunnel
twelfth
type

umpire
unable
uniform
union
unite
unknown
using
usually

vacant
vain
valuable
victim
victory

weight
we've
whom
winning
worried
worry

yield
you're

Tests for the Second Half Year

Test A

1. _____ 26. _____
2. _____ 27. _____
3. _____ 28. _____
4. _____ 29. _____
5. _____ 30. _____
6. _____ 31. _____
7. _____ 32. _____
8. _____ 33. _____
9. _____ 34. _____
10. _____ 35. _____
11. _____ 36. _____
12. _____ 37. _____
13. _____ 38. _____
14. _____ 39. _____
15. _____ 40. _____
16. _____ 41. _____
17. _____ 42. _____
18. _____ 43. _____
19. _____ 44. _____
20. _____ 45. _____
21. _____ 46. _____
22. _____ 47. _____
23. _____ 48. _____
24. _____ 49. _____
25. _____ 50. _____

My Score _____

Test B

1. _____ 26. _____
2. _____ 27. _____
3. _____ 28. _____
4. _____ 29. _____
5. _____ 30. _____
6. _____ 31. _____
7. _____ 32. _____
8. _____ 33. _____
9. _____ 34. _____
10. _____ 35. _____
11. _____ 36. _____
12. _____ 37. _____
13. _____ 38. _____
14. _____ 39. _____
15. _____ 40. _____
16. _____ 41. _____
17. _____ 42. _____
18. _____ 43. _____
19. _____ 44. _____
20. _____ 45. _____
21. _____ 46. _____
22. _____ 47. _____
23. _____ 48. _____
24. _____ 49. _____
25. _____ 50. _____

My Score _____

A Final Review

Word Building

You have now learned many ways of building new words by the addition of suffixes and prefixes. On this page you will have a chance to test your skill.

1. Add **s** or **es** correctly to each of these words: **error, hostess, industry, model, memory, polish, boundary, collar, flash,** and **writer.** Write the new words. Say them.

---

2. Make new words by adding **ed** and **ing** correctly to **defend, deny, include, enjoy, satisfy, serve, plan,** and **worry.** Write the words ending in **ed** in the first list, and those ending in **ing** in the second list.

---

3. Add **ly** correctly to **natural, comfortable, easy, feeble, special,** and **necessary.** Write the new words.

---

4. Make new words by adding the suffix **ful** to **faith** and **success.** Then add **y** to **thrift** and **difficult.** Write the new words. Say them.

---

5. Change **y** to **i** before adding **er** and **est** to these words: **easy, thirsty.** Write the new words. Say them.

Possessive Forms

1. The possessive of singular nouns is formed by adding an apostrophe and **s.** Think of the possessive form of these words: **engineer, druggist, officer, manager, tourist.** Then write each possessive word with a word showing something possessed, as an "engineer's course" or a "manager's decision."

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2. List the plural form of each word in exercise 1. Opposite each plural form write the plural possessive. Remember that the plural possessive of words ending in **s** is formed by adding an apostrophe.

Using the Dictionary

1. Find the words given below in your dictionary. After each one write the guide words on the dictionary page which contains the word.

debt ----------

duties ----------

regret ----------

risk ----------

2. Find these words in your dictionary: **conversation, engineer, literature, respectfully.** Copy them in syllables and put in the accent marks. Say each word softly to yourself. Then write each whole word.

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3. Use your dictionary to find two pronunciations for **record**, **permit**, and **progress**. Copy the words in syllables and put in accent marks to show the differences in pronunciation. Write each whole word. Then use the words orally in sentences.

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4. Find the meanings of **uniform**, **lodge**, and **slight**. Write sentences illustrating two meanings of each word.

Using Capital Letters Correctly

In the following sentences decide whether a small letter or a capital letter is needed. Fill in the blanks with correct letters:

1. On the way to school, I pass Mercy ___ospital.

2. We saw the movie at Central ___heatre.

3. The ___remier will open the fair.

4. Mary walked quietly past the ___ospital.

5. Have you seen the new exhibit at the ___useum of Natural History?

6. We hope that ___ayor Tobin will be re-elected.

7. The ___udge has served the community for twenty years.

8. Many people are waiting outside the ___heatre.

Homonyms

In each of the following sentences cross out the incorrect homonym:

1. It takes great (**patience**, **patients**) to learn to play the piano well.
2. The Girl Guides made toys for the (**patience**, **patients**) at Children's Hospital.
3. The strong man at the carnival can easily lift a five-hundred-pound (**wait**, **weight**).
4. An impatient person doesn't like to (**wait**, **weight**) for anything.
5. Bill has lost his bus (**fare**, **fair**).
6. Jim's calf won a prize at the county (**fare**, **fair**).
7. Our team agreed that the umpire's decision was (**fare**, **fair**).
8. The (**principal**, **principle**) occupation near here is farming.
9. Our new (**principal**, **principle**) was formerly a football star.
10. Patsy hasn't learned the first (**principal**, **principle**) of cooking.
11. Mother made a pie for (**dessert**, **desert**).
12. Our men will never (**dessert**, **desert**) their leader.

To the Teacher

This Canadian series of spelling workbooks has been prepared with the specific purpose of making spelling interesting to learn and to teach. To that end all words to be spelled are presented in story settings which are related to the pupil's school, home, and community experiences. The organization of the spelling programme and the learning method insure steady progress in the mastery of spelling.

The Oxford English Dictionary and the Concise Oxford Dictionary have been used as the standard of spelling. Where these dictionaries give two spellings of a word, and where both of these are in use in Canada, the more frequent spelling is given in the word lists and the alternative is indicated in a note.

The Word Lists. The word lists have been validated by careful checking against all available comprehensive spelling lists, after having been checked also against the pupil's school needs. In addition to the basic list of words, a supplementary list of useful words adds richness to the list and provides for the needs of the more rapid learner.

The Unit Plan. The general plan of organization is a unit plan. Each book contains six units; and each unit consists of five weekly developmental lessons and one week of review, covering, therefore, a six weeks' period. These units are designed to correlate spelling with social studies, science, health, and the language arts.

The Method. The method used in the presentation and study of the words incorporates the best features of a study-test-study plan. Much emphasis is placed on the presentation of the words in the story units. This helps to concentrate the pupil's attention on the words and to arouse interest in spelling. Every spelling word appears in exactly the same form and in the same sequence in the story and in the word list. Exercises based on the word list are provided for each week's work. Then follow on successive days a pre-test, individual study of hard words, and a weekly final test.

The Study Exercises. These exercises gradually acquaint the pupil with the visual and phonetic peculiarities of words and help him to master the specific difficulties of words as well as the principles that govern the spelling of derived forms. Each new word is studied at least once in the exercises following its introduction. Development of meaning and enrichment of vocabulary are constantly emphasized.

The Dictionary Programme. Beginning with the fourth grade, constant use is made of the dictionary. The dictionary programme, which is carefully graded, includes systematic attention to the finding of words, to the sounds of letters and letter combinations, and to accenting and syllabication. Changes in meaning that accompany a change in accent are noted.

Word Study. Rich experiences in word study enable the pupil gradually to develop familiarity with the likenesses and differences in words, the common symbols for English sounds, and the principles which control word building. He learns to form plurals, to use the possessive, to interpret and use prefixes and suffixes, and to spell the variant forms derived from root words. This study develops not only the power to spell but also good spelling habits.

Individual Differences. These workbooks provide for the individual differences and needs of children and furnish each child with a personal record of his progress. They develop an interest in spelling, a spelling consciousness, and a spelling conscience. Without these three intangibles, spelling ability will always be unsatisfactory.

Emphasis on Handwriting. The pupil must use the tool of writing as he learns to spell. *My Workbook Spelling* emphasizes the close relationship between good handwriting and good spelling. The study exercises call his attention frequently to the problem of writing clearly and forming letters accurately.

The Review Programme. A systematic programme of review leads to mastery of the hard words in *My Workbook Spelling.* This plan provides first for a review of the hardest words in each list of new words on the week following their first presentation. It provides also for a review week at the end of each five-week period during which all words are again tested and reviewed. In addition, a term review is provided for those who wish to use it. Finally, words known to be difficult are again reviewed in the later grades as an additional provision for permanence of learning.

Suggestions for Grade Six. Grade Six of *My Workbook Spelling* teaches twenty new words weekly. A total of 600 new words is presented during the year.

The directions for conducting the week's work on the inside of the back cover should be read and discussed by the teacher and pupils, so that every child understands just what is to be done each day. The exercises called Working with Words are planned for individual study. Occasionally, however, the teacher may wish to use the exercises for group work, and throughout the year there may be a small group of slow learners who will need careful guidance as they study.

The plan for study and testing during review week is given on page 11. Exercises called Reviewing Your Words not only provide additional practice in spelling but also review important principles of word building.

The dictionary programme is carefully maintained and developed in Grade Six. In Your Dictionary, pages 97–103, the pupils will find every word taught in Grade Six. The first definition or illustrative sentence for every word is one that fits the new word as it appears in its lesson story in *My Workbook Spelling.* Pupils will find that Your Dictionary has been especially designed to meet their needs.

The exercises in Grade Six offer varied types of practice. In addition to those which provide drill in spelling, there are others which emphasize similarities and differences in words, compound words, rhyming words, important vowel sounds, homonyms, synonyms, and possessive forms. Systematic review and practice are given in spelling derived words which are formed by adding the most common suffixes without any change in the root words, which drop the silent *e* before adding *ed* or *ing,* or which change *y* to *i* before adding *ed, es,* and *ly.* The rules for doubling the final consonant and for spelling words containing *ei* and *ie* are introduced in this grade.

MY WEEKLY PROGRESS CHART

W	No. of Weekly Test — First Half Year															W
	1	2	3	4	5	7	8	9	10	11	13	14	15	16	17	
0																0
1																1
2																2
3																3
4																4
5																5
6																6
7																7
8																8
9																9
10																10
11																11
12																12
13																13
14 or more																14 or more

MY WEEKLY PROGRESS CHART

W	No. of Weekly Test — Second Half Year															W
	19	20	21	22	23	25	26	27	28	29	31	32	33	34	35	
0																0
1																1
2																2
3																3
4																4
5																5
6																6
7																7
8																8
9																9
10																10
11																11
12																12
13																13
14 or more																14 or more

Directions for Marking Your Chart. In the top line of figures find the number of the weekly test—1, 2, 3, and so on. In the line of figures to the right and left of the chart find W—the number of words spelled wrong. Put a dot in the centre of the space which shows the number wrong in your weekly test. Connect the dots with a solid line.

REVIEW-TEST PROGRESS CHART

W	First Review Test	Second Review Test	Third Review Test	T	W
0					0
2					2
4					4
6					6
8					2
10					10
12					12
14					14
14					16
18					18
20 or more					20 or more

REVIEW-TEST PROGRESS CHART

W	Fourth Review Test	Fifth Review Test	Sixth Review Test	T	W
0					0
2					2
4					4
6					6
8					8
10					10
12					12
14					14
16					16
18					18
20 or more					20 or more

Directions for Marking Your Chart. In the top line below the title of the chart find the place where it says First Review Test. In the left-hand column find W—the number of words spelled wrong. Now find in the column the number wrong on your First Review Test. If you missed 6 words, place a dot in the centre of the space opposite 6. If you missed 7 words, place a dot on the line between 6 and 8. When you have completed your Review Tests for one half year, connect the dots with a solid line. Mark the number of words you missed on the Term Tests under T at the right of each graph. Watch your record improve!

Your Dictionary

KEY WORDS

The letter sounds below will help you in using Your Dictionary. The mark over each letter tells its sound. The word opposite each marked letter shows you how the letter is pronounced when it is marked in this way.

ă	căn	ē	bē	ô	hôrse	oi	oil
ā	cāne	ĕ	hĕr	ŏ	sŏft	o͝o	fo͝ot
ä	fäther	ē	bēgin	ō	ōbey	o͞o	fo͞od
å	åsk	ĕ	silĕnt	o͝o	o͝ccur	ou	out
ȧ	sofȧ	ĭ	hĭd	ŭ	ŭs	ng	sing
â	câre	ī	hīde	ū	ūse	~~th~~	~~that~~
ą	alwąys	ĭ	possĭble	û	bûrn	th	thin
ă	ăccount	ŏ	nŏt	û	ûnite	t͡u	natu͡re
ĕ	bĕt	ō	nōte	ŭ	circŭs		

a board' (ȧ bōrd'). 1. On board; into or within a boat, train, or plane. 2. On board a boat, train, or plane. He remained *aboard* the liner.

a broad' (ȧ brôd'). 1. Outside; out of doors. 2. Outside one's own country. They often travelled *abroad*.

ab'sence (ăb'sĕns). The state of being away.

ac cept' (ăk sĕpt'). 1. To take willingly; to receive. 2. To agree with; to believe. Children often *accept* the ideas of their parents.

ac cuse' (ă kūz'). To say that someone has done wrong.

ache (āk). 1. To feel a pain that keeps on and on. 2. A dull pain that does not stop. I had neither an *ache* nor a pain.

ac'tion (ăk'shŭn). 1. Physical movement; activity. 2. Something done; an act. It was a good *action* on her part. 3. Way of moving or working. That piano has a hard *action*.

ad di'tion (ă dĭsh'ŭn). 1. Something more than; added to or increased. 2. Adding one number to another. Have you finished your *addition*? 3. Something added on; as, an *addition* to a house.

ad dressed' (ă drĕst'). 1. Spoke to. 2. Wrote a person's name and the place where he lives on a letter or package.

ad mire' (ăd mīr'). 1. To look at with wonder and pleasure. 2. To consider wonderful; to approve of highly. I *admire* her playing very much.

ad mis'sion (ăd mĭsh'ŭn). 1. Price paid for being allowed to enter. 2. We were allowed *admission* to the park.

ad mit' (ăd mĭt'). 1. To own as true. 2. To allow to enter. The doorkeeper refused to *admit* us. 3. To give the right of entrance to. This card will *admit* you to membership.

ad ven'ture (ăd vĕn't͡ûr). 1. Meeting excitement and danger. 2. A bold undertaking. The explorers told us about their *adventure* in the jungle.

ad vice' (ăd vīs'). 1. Opinion as to what ought to be done. 2. Counsel. My mother always gives me good *advice*.

ad vise' (ăd vīz'). 1. To offer an opinion worth thinking about. 2. To give advice; to tell someone what to do.

ad vised' (ăd vīzd'). See **advise.**

af ford' (ă fōrd'). 1. To be able to pay for. 2. No one can *afford* to waste time doing nothing.

a'gent (ā'jĕnt). Person who is given power to carry on business for another person or company.

a greed' (ȧ grēd'). Consented to act together. The boys *agreed* to follow the rules of the club.

al lowed' (ă loud'). 1. Permitted to have; gave. 2. Let do something. Our teacher never *allowed* us to chew gum.

al'pha bet (ăl'fȧ bĕt). The letters of a language.

al'to geth'er (ôl'to͞o gĕ~~th~~'ĕr). 1. In every way; wholly. 2. On the whole. *Altogether* the party was a great success.

an'cient (ān'shĕnt). 1. Of times gone by. 2. Very old. It was an *ancient* house.

an'gels (ān'jĕlz). Spirits from heaven; messengers from God.

ap peared' (ă pērd'). 1. Came into sight. 2. Seemed; looked. The doctor *appeared* tired.

ap point' (ă point'). To choose for some office.

a ris'es (ȧ rīz'ĕz). Springs from.

ar ranged' (ă rānjd'). 1. Planned and carried out. 2. Set out in a certain order. We *arranged* the furniture neatly.

ar rive' (ă rīv'). To come to a place.

art'ist (är'tĭst). 1. A person whose work shows taste and skill. 2. One who works at a fine art, such as music, sculpture, painting, and poetry.

as sem'bly (ă sĕm'blĭ). A gathering of people.

as sist' (ă sĭst'). To help.

as ton'ish (ăs tŏn'ĭsh). To surprise greatly.

ath'lete (ăth'lēt). A person trained in physical strength and skill.

ath let'ic (ăth lĕt'ĭk). 1. Having to do with sports and games. 2. Physically strong and active; as, an *athletic* girl. **Athletics.** Games and sports requiring physical strength and skill.

at tack' (ă tăk'). 1. A setting upon someone or something with blows, weapons, etc. 2. To begin fighting; as, to *attack* an enemy. 3. To speak against. The speaker was ready to *attack* our methods.

at tempt' (ă tĕmpt'). 1. An effort. 2. To try. I shall *attempt* the climb.

at tract' (ă trăkt'). 1. To draw the attention of. 2. To be pleasing to. Her face and voice *attract* me.

au'di to'ri um (ô'dĭ tō'rĭ ŭm). Room or hall where people gather to hear plays, lectures, concerts, etc.

au'tumn (ô'tŭm). Season of the year between summer and winter.

av'e nue (ăv'ĕ nū). 1. A broad street. 2. A street or passage bordered with trees. An *avenue* of maples led to the house.

av'er age (ăv'ĕr ĭj). 1. Usual. 2. The average of 7, 9, and 11 is found by adding these three numbers and then dividing by 3. 3. Ordinary. The *average* man likes a busy and peaceful life.

a void' (ȧ void'). To keep away from; to shun.

a wait' (ȧ wāt'). 1. To wait for. 2. To be ready for. We *await* a good dinner tonight.

badge (băj). A pin or ribbon worn to show that a person belongs to a certain group.

bag'gage (băg'ĭj). The boxes of clothes, trunks, and so on, which one takes on a journey.

bal'ance (băl'ăns). 1. Steadiness. 2. Scales for weighing things; hence, putting one thing against another to see how they even up. He was weighed in the *balance* and found wanting. 3. To add up what has been spent and also what has been taken in. Every month we *balance* our books.

bar'gain (bär'gĭn). 1. Something bought or sold cheaply. 2. An agreement over the terms of buying and selling; as, to make a *bargain*. 3. To try to arrange terms that will suit both parties. They would often *bargain* for hours.

bas'ket ball' (bås'kĕt bôl'). 1. A game played with a large leather ball and teams of five players. 2. Ball used for a basketball game.

be neath' (bē nēth'). 1. Under; below. 2. Lower in ideals or character. Such actions were *beneath* him.

birth (bûrth). 1. Family background or descent. 2. Coming into life. March 1 was the day of his *birth*. 3. The beginning of anything.

bliz'zards (blĭz'ĕrdz). Wild snowstorms with strong wind and great cold.

bound (bound). 1. Tied together; linked. 2. To name the countries, bodies of water, etc., which border on a place. Please *bound* Peru. 3. To leap; to jump. The dog was seen to *bound* from his kennel.

bound'a ry (boun'dȧ rĭ). Line that gives the limit of something.

brain (brān). Nerve fibre filling the skull of man or animal, which makes him able to think.

bruise (brōōz). 1. Injury which does not break the skin. 2. To injure by a blow or fall, not breaking bones or skin. Did that pinch *bruise* your arm?

bur'den (bûr'd'n). 1. Something borne with difficulty; as, heavy expense. 2. Something carried; a load. The donkey had a *burden* on his back.

butch'er (bo͝och'ĕr). 1. Man who keeps a meat shop. 2. To kill for food. Every year he would *butcher* a pig.

cal'en dar (kăl'ĕn dĕr). A table or record showing the months, weeks, and days of the year.

cam'er a (kăm'ĕr ȧ). Let me take your picture with my new *camera*.

care'ful ly (kâr'fo͝ol ĭ). With great care and pains.

cas'tle (kás''l). A large stately building or group of buildings belonging to a noble, prince, or king, usually with defences.

cau'tious (kô'shŭs). Careful.

ceil'ing (sēl'ĭng). The inside top of a room.

cel'e brate (sĕl'ĕ brāt). To give over some special time to fun of some kind. We shall *celebrate* my brother's birthday.

ce ment' (sĕ mĕnt'). 1. A substance made of clay and limestone used to make hard roads or sidewalks. 2. To join things together by some means; as, to *cement* bricks, to *cement* friendship.

cen'tral (sĕn'trăl). 1. Leading; principal. 2. At a middle point. The church is in a *central* location.

chap'el (chăp'ĕl). Small place of worship, not so large as a church.

chap'ter (chăp'tĕr). One of the parts into which a long story or book is divided.

cheat (chēt). 1. To do things that are not honest. 2. To take something from another unfairly. The salesman tried to *cheat* me.

check (chĕk). 1. To prove true or false by comparing it with something. 2. A ticket showing the amount of a bill. Will you pay the *check*? 3. To control; to stop. The doctor tried to *check* the disease. 4. To hold back or restrain. The motorman tried to *check* the speed of the car by putting on the brakes.

cheer'ful (chēr'fo͝ol). Pleasant; willing; bright.

choice (chois). 1. Something selected from a number of things. 2. Very nice; of highest quality; as, a *choice* steak, a *choice* ring.
cho'sen (chō'z'n). Picked out from a number of others; preferred.
cit'i zen (sĭt'ĭ zĕn). 1. A person who lives in a city of town. 2. Member of a state or nation to whom certain rights are given; as, a *citizen* of the United States.
clear'ly (klēr'lĭ). In a way that makes it plain.
clerk (klûrk). 1. Person hired to sell things. 2. Person who does filing, typing, figuring, etc. in an office.
clos'et (klŏz'ĕt). A small room where clothes and household things are kept.
clos'ing (klōz'ĭng). 1. Last. 2. Shutting; as, *closing* a door. 3. Drawing together; as, *closing* ranks.
coach (kōch). 1. Passenger car on a train. 2. Old-fashioned carriage used for travelling before the days of train or car; stagecoach. The *coach* was drawn by four white horses. 3. Person who directs some activity; as, a football *coach*, *coach* of a play.
coarse (kōrs). 1. Rude; rough; common. 2. Not fine; as, *coarse* sand.
col'lar (kŏl'ĕr). A band worn around the neck.
col lect' (kŏ lĕkt'). 1. To gather. 2. To bring together in one place. Please *collect* the letters. 3. To ask for and get money owed to one. We shall *collect* the bills on October 1.
col'lege (kŏl'ĕj). School of higher learning that follows high school.
com'fort a ble (kŭm'fĕrt *ă* b'l). Giving ease and pleasure.
com mence' (kŏ mĕns'). To begin.
com pete' (kŏm pēt'). 1. To try to win. 2. To try to outdo one another. The two firms *compete* for sales.
com plain' (kŏm plān'). To grumble; to find fault.
com plete' (kŏm plēt'). 1. Thorough; perfect. 2. To finish; as, *complete* a lesson. 3. All there; no part lacking. The camping outfit was *complete*.
con'cert (kŏn'sûrt). 1. A musical entertainment. 2. In union. The children sang in *concert*.
con di'tion (kŏn dĭsh'ŭn). 1. Kind. 2. State. John is in good physical *condition*. 3. A necessary thing on which something else depends. The *condition* of his acceptance was a good wage.
con duct' (kŏn dŭkt'). 1. To carry on. 2. To lead; to direct; as, *conduct* an orchestra. 3. To behave. *Conduct* yourself politely.
con'duct (kŏn'dŭkt). Behaviour.
con duc'tor (kŏn dŭk'tĕr). 1. Person in charge of a train, a bus, etc. 2. One who directs; as, *conductor* of an orchestra. 3. Something that acts as a channel. Water is a *conductor* of electricity.
con nect'ed (kŏ nĕkt'ĕd). 1. Joined. 2. Met. The two trains *connected* at the junction.
con'quer (kŏng'kĕr). To overcome by force.
con sid'er (kŏn sĭd'ĕr). 1. To think about. 2. To be careful of. Always *consider* the feelings of others.
con tained' (kŏn tānd'). 1. Held. 2. Be evenly divided by. Four is *contained* twice in eight.
con'test (kŏn'tĕst). A tryout of skill, usually for a prize or honour.
con'ti nent (kŏn'tĭ nĕnt). One of the seven big land masses on the earth.
con tin'ue (kŏn tĭn'ū). 1. To keep on. 2. To keep up, or to keep going. *Continue* the good work.
con tin'ued (kŏn tĭn'ūd). See **continue**.
con trol' (kŏn trōl'). To rule; to use power over.
con'ver sa'tion (kŏn'vĕr sā'shŭn). 1. Talk. 2. Friendly exchange of ideas. We held a long *conversation*.
cop'ies (kŏp'ĭz). 1. Things made exactly like others. 2. Numbers of books, newspapers, etc. printed at the same time. Please lend me several of last week's *copies* of the *Times*.
cor rect' (kŏ rĕkt'). 1. Right; true. 2. To change in order to make right. Try to *correct* your mistakes.
cour'age (kûr'ĭj). Bravery.
court (kōrt). 1. Place where justice is dealt out in punishment of crimes. 2. Open space partly or wholly enclosed by walls or buildings. Our windows face on a *court*. 3. To pay attention to with the idea of marrying. Alfred came to *court* my sister.
crash (krăsh). 1. To fall to the earth in an accident. 2. A very loud noise; as, a *crash* of dishes. 3. A breaking to pieces; a smash. Where did the *crash* take place?
crea'tures (krē'tûrz). Living animals, insects, birds, and people.
crew (krōō). 1. A group of people doing a piece of work. 2. Made a shrill noise like a rooster. The cock *crew*. 3. Men necessary to run a boat or train. We joined the *crew* of the *Jolly Rover*.
crown (kroun). 1. Headdress worn by a king or queen. 2. Wreath for the head; as, a *crown* of leaves. 3. Top part of; as, *crown* of a hill, *crown* of the head.
crush (krŭsh). 1. To put down; to subdue. 2. To mash into fine pieces; as, to *crush* ice, to *crush* berries. 3. Mass of people. There was a great *crush* in the hall.
cu'ri ous (kū'rĭ ŭs). 1. Anxious to know about. 2. Odd. What a *curious* fish that is!
cur'rent (kûr'ĕnt). 1. Happening at the present time. 2. Movement of air, water, etc. The *current* bore us down stream. 3. Flow of electricity through a wire. Suddenly the *current* was cut off.
curve (kûrv). 1. A bend in the road. 2. A line that is never straight. 3. In baseball, the track that is made by the ball when it does not follow a straight line. A good pitcher knows how to throw a *curve*.
cus'tom (kŭs'tŭm). 1. Something usually done; habit. 2. A way of behaviour common to a particular people, time, or place. **Customs.** Taxes paid for importing goods from other countries.

dam'age (dăm'ĭj). 1. Harm done; injury. 2. To cause damage to; to harm. **Damages.** Money paid to a person for harm done. We had to pay *damages* for the broken fence.
debt (dĕt). Something, usually a sum of money, owed to another person.
de cid'ed (dē sīd'ĕd). Made up one's mind.
de ci'sion (dē sĭzh'ŭn). Judgment given on some disputed point.
dec'o rate (dĕk'ō rāt). 1. To trim; to adorn. 2. To present with a badge or medal. It was decided to *decorate* the captain for bravery.
de feat' (dē fēt'). To overcome; to gain the victory over.
de fend' (dē fĕnd'). To protect; to keep safe.
de lay' (dē lā'). 1. To linger on the way. 2. A stopping; a lingering. Come without *delay*.
de light' (dē līt'). Great pleasure.
de mand' (dē mănd'). 1. To ask for as one's due. 2. To require. This question will *demand* attention.
de ny' (dē nī'). 1. To declare not true. 2. To refuse. I hope you will not *deny* my request.
de pend' (dē pĕnd'). 1. To be based on. 2. To rely on. Can we *depend* on your being there?
de'pot (dē'pō). 1. Railroad station. 2. A place where goods are stored.
de scribe' (dē skrīb'). To tell all about.
de sign' (dē zīn'). 1. The way things are arranged; pattern. 2. A plan; as, a *design* for a house. 3. Purpose; aim. It was his *design* to enter the house secretly.
de sire' (dē zīr'). 1. A strong wish. 2. To wish earnestly. I *desire* to pass my examinations.
des sert' (dĭ zûrt'). The sweet or fruit course at the end of a meal.
de stroy' (dē stroi'). 1. To put an end to. 2. To ruin; as, *destroy* property. 3. To kill; as, to *destroy* life.
de vel'op (dē vĕl'ŭp). 1. To unfold by degrees. 2. To grow mentally or in body. Some children *develop* rapidly. 3. To use chemicals on a film to make the pictures show. The photographer said he would *develop* the pictures tonight.
dif'fer en ces (dĭf'ĕr ĕn sĕz). 1. Disagreements. 2. Unlikenesses. There are big *differences* in their looks.
dif'fi cult (dĭf'ĭ kŭlt). 1. Hard to carry out. 2. Hard to deal with; as, a *difficult* child.
di rect' (dĭ rĕkt'). 1. Straight. 2. To tell how to get somewhere. Please *direct* me to the post office. 3. To give orders. Jim is always ready to *direct* his young brothers.
di rec'tion (dĭ rĕk'shŭn). 1. The line or course upon which something is moving. 2. Instruction or command to be followed; as, to take *direction* from a leader.
dis'ap peared' (dĭs'ă pērd'). Went out of sight; was lost.
dis'ap point' (dĭs'ă point'). To fail to satisfy.
dis'ap point'ed (dĭs'ă poin'tĕd). See **disappoint**.
dis cov'er (dĭs kŭv'ĕr). To see or to know for the first time.
dis ease' (dĭ zēz'). Sickness.
dis grace' (dĭs grās'). 1. Something that causes shame. 2. State of being disapproved of. I was in *disgrace*.
dis play' (dĭs plā'). 1. Showing. 2. To set out to attract attention. The shop will *display* the new styles.
dis pute' (dĭs pūt'). 1. To question; to deny the rightness of. 2. To argue against. 3. A quarrel; argument. My brother and I had a *dispute*.
dis'tant (dĭs'tănt). Far away.
dis'trict (dĭs'trĭkt). 1. Part into which a province is divided to handle courts of law. 2. Region set off for a school; as, a *district* school. 3. Region. In this *district* of the country we have no snakes.
dis turb' (dĭs tûrb'). 1. To break into; to upset. 2. To cause worry. 3. To interrupt.
di vide' (dĭ vīd'). 1. To separate. 2. If you *divide* 10 by 5, you get an answer of 2. 3. To share. Let's *divide* our candy.
di vi'sion (dĭ vĭzh'ŭn). 1. Dividing; sharing. The robbers made a *division* of the spoils. 2. Difference. There was a *division* of opinion among the judges. 3. Regular command of a major-general. The *division* was sent to Cuba. See also **divide**.
doubt (dout). To be unsure about; not to believe.
drawn (drôn). 1. Pulled to or from. 2. Made pictures with pen, pencil, chalk, etc. The baby had *drawn* pictures on the wall.
drug'gist (drŭg'ĭst). One who sells drugs and medicines.
due (dū). 1. Expected to arrive at a certain time. 2. Owed as a debt. The note is *due* Monday. 3. Owing to; because of. Her injury was *due* to an accident.

dumb (dŭm). Not able to speak.
du'ties (dū'tĭz). 1. Things a person should do. 2. Taxes, usually on goods imported into a country. There were heavy *duties* on our Italian paintings.
dy'ing (dī'ĭng). 1. Coming to an end; ceasing to be. 2. Becoming fainter; losing strength. The wind was *dying.*

ea'ger (ē'gĕr). Anxious to do or to know something.
ea'gle (ē'g'l). A large bird with strong wings and keen sight.
ear'li er (ûr'lĭ ĕr). 1. In time gone by; at a time nearer to the beginning of anything. 2. Occurring in advance of the usual time.
ear'li est (ûr'lĭ ĕst). First in time; most early.
eas'i er (ēz'ĭ ĕr). Less hard.
eas'i ly (ēz'ĭ lĭ). Without great difficulty.
east'ern (ēs'tĕrn). From or in the east.
ed'u ca'tion (ĕd'ū kā'shŭn). 1. The process of studying and learning. 2. Knowledge and ability gained by study. He received a fine *education.*
ef fect' (ĕ fĕkt'). 1. Result. 2. State of being enforced. The law goes into *effect* next month. 3. The way something is received by the senses; impression. The music produced a favourable effect.
eighth (āt*th*). Next after seventh.
e lect' (ē lĕkt'). 1. To select a person for office. 2. To choose.
e lec'tion (ē lĕk'shŭn). The process of filling offices by voting for different candidates.
en cour'age (ĕn kûr'ĭj). 1. To give confidence to. 2. To urge on. His parents always *encourage* his attempts at saving.
en'e mies (ĕn'ē mĭz). 1. Those who are against others; foes. 2. Not friends. He had few personal *enemies.* 3. Countries fighting against each other.
en'e my (ĕn'ē mĭ). See **enemies.**
en'gi neer' (ĕn'jĭ nēr'). 1. Person who runs trains. 2. Builder of bridges, roads, mines, etc. My Uncle Richard is a construction *engineer.*
en joy'ing (ĕn joi'ĭng). Taking pleasure in.
en'tered (ĕn'tĕrd). 1. Went into. 2. Wrote down. The salesman *entered* the sales in a book.
en'ter tain' (ĕn'tĕr tān'). 1. To amuse. 2. To have as a guest.
en tire' (ĕn tīr'). Whole.
en'trance (ĕn'trăns). A place for entering; a door.
en've lope (ĕn'vĕ lōp). A folded and gummed paper in which a letter is enclosed.
e'qual (ē'kwăl). 1. The same as. 2. Having enough ability and strength. The girl was *equal* to the task.
erect' (ĕ rĕkt'). 1. To build; put up. 2. Straight. Stand *erect.*
er'ror (ĕr'ĕr). Mistake.
es pe'cial ly (ĕs pĕsh'ăl ĭ). Unusually; particularly.
e vent' (ĕ vĕnt'). Happening.
ex act' (ĕg zăkt'). Accurate; correct; perfect.
ex act'ly (ĕg zăkt'lĭ). The same; in an exact manner.
ex am'i na'tion (ĕg zăm'ĭ nā'shŭn). Test.
ex cel' (ĕk sĕl'). To outdo others.
ex'cel lent (ĕk'sĕ lĕnt). Very good indeed.
ex change' (ĕks chānj'). 1. Changing one thing for another. 2. To give one thing and take another. I shall *exchange* my skis for skates.
ex cite' (ĕk sīt'). To stir; to arouse; to cause strong feeling.
ex'er cise (ĕk'sĕr sīz). 1. To use; to exert. 2. Work given for practice; as, an *exercise* in music, a gymnastic *exercise.*
ex hib'it (ĕg zĭb'ĭt). 1. Things shown to the public. 2. To show; as, to *exhibit* courage.
ex pect'ed (ĕks pĕkt'ĕd). 1. Was supposed to. 2. Looked for. We *expected* good results from the treatment.
ex pense' (ĕks pĕns'). Cost.
ex plained' (ĕks plānd'). Told the reasons for; made clear.

fac'to ries (făk'tō rĭz). Buildings where things are made, usually by machines.
fail'ure (fāl'ûr). 1. Omitting something; leaving something undone. 2. Not a success. The man was a *failure* in business.
faint (fānt). 1. Weak; dim. 2. To feel weak and dizzy; as, to feel *faint.* 3. To become unconscious. I have never known her to *faint.*
fair'ly (fâr'lĭ). 1. Moderately; rather. 2. Justly. The umpire decided *fairly.*
faith (fā*th*). 1. Trust; belief without proof; belief in God. 2. True to one's duty or belief.
faith'ful (fā*th*'fo͝ol). Steady; worthy of trust.
false (fôls). 1. Not loyal. 2. Not true or real; as, a *false* statement, *false* hair. 3. Dishonest. The rogue was *false.*
fa'mous (fā'mŭs). Well known.
fan'cy (făn'sĭ). 1. Taste; liking. 2. Imaginary idea. He had many a strange *fancy.* 3. To be attracted to; to like; as, to take a *fancy* to. Did you take a *fancy* to that old house?
fare (fâr). Money paid for travelling.
fash'ion (făsh'ŭn). 1. Having the manners and customs of people in polite, well-dressed society. 2. Style. Women like to be dressed in *fashion.* 3. To give shape to, or form. Ann can *fashion* a belt from strips of leather.
fa'tal (fā'tăl). Bringing to ruin; ending in death.
fa'vour ite (fā'vēr ĭt). 1. A person liked better than others. 2. Best-liked. Red is my *favourite* colour.
fee (fē). Payment for some service; as, doctor's *fee,* lawyer's *fee.*
fee'ble (fē'b'l). 1. Weak; not strong. 2. Not bringing results. That was a *feeble* attempt.
fe'male (fē'māl). 1. A bird, animal, etc. of the same sex as a girl or woman. 2. A girl or woman.
fierce (fērs). 1. Furious. 2. Wild; savage; as, a *fierce* tiger.
film (fĭlm). 1. Roll or sheet covered with a coating changed by light, used to take pictures. 2. Thin coating; as, a *film* of oil. 3. To make a moving picture of; as, to *film* a story.
fi'nal ly (fī'năl ĭ). At last.
flash (flăsh). 1. A sudden blaze of light. 2. To come and go as quickly as a *flash* of light. 3. To break quickly into flame; to flare or to give a bright light for a moment.
fla'vour (flā'vēr). Taste.
force (fōrs). 1. To make a person do something against his will. 2. Power; strength. He hit the man with great *force.*
forced (fōrst). See **force.**
for'eign (fŏr'ĭn). Of another country than one's own.
fore'noon' (fōr'nōōn'). The part of the day before noon.
for ev'er (fŏr ĕv'ĕr). 1. For always. 2. At all times. The boy was *forever* coming in late.
for give' (fŏr gĭv'). To pardon; to hold no hard feelings against a person.
for got'ten (fŏr gŏt''n). Not remembered; gone wholly out of the mind.
for'mer (fôr'mĕr). 1. Past; coming before. 2. Of two things, the one taking place earlier. I like this school better than my *former* one.
for'tune (fôr'tŭn). 1. Luck. 2. What happens to a person. His *fortune* was to be always short of money. 3. Riches; as, to inherit a *fortune.*
foun'tain (foun'tĭn). Stream of water springing into the air (also the pipes and basin connected with it).
frank (frăngk). 1. Open; not hidden. 2. Speaking out one's thoughts; as, a *frank* person.
free'dom (frē'dŭm). Being free to do what one wishes; liberty.
freight (frāt). 1. A train that carries goods only. 2. Goods shipped on a freight train. 3. Money paid for shipping goods. What is the *freight* on that trunk?
fright'en (frīt''n). To fill with fear; to scare.
ful'ly (fo͝ol'ĭ). Completely; entirely.
fund (fŭnd). 1. A supply. 2. A sum of money set aside for carrying on special projects.
fu'ner al (fū'nĕr ăl). Service at the burial or burning of the dead.
fur'nish (fûr'nĭsh). 1. To give; to provide. 2. To supply what is needed in a room or house. We shall *furnish* the guest room in blue.
fu'ture (fū'tûr). 1. The time ahead. 2. Form of a verb expressing time ahead. I *shall go* is the *future* tense of the verb *go.*

gal'ler y (găl'ĕr ĭ). 1. A room or building used for displaying works of art. 2. Top balcony in a theatre.
gar'ment (gär'mĕnt). A piece of clothing.
gas'o line (găs'ō lēn). A liquid which as it burns provides power to run engines; a fuel.
geese (gēs). Water birds like ducks but with longer necks. (Plural of **goose.**)
gen'er al ly (jĕn'ĕr ăl ĭ). 1. Usually. 2. In a general sense. *Generally* speaking, his products are as good as any.
gen'tle man (jĕn't'l măn). 1. A man who is well bred, well educated, and of a good position in society. 2. A man who is well born. In the old days there was a great difference between a yeoman and a *gentleman.*
gen'tle men (jĕn't'l mĕn). See **gentleman.**
ghost (gōst). Spirit of a dead person appearing in shadowy human form.
glad'ly (glăd'lĭ). Willingly; with pleasure.
globe (glōb). 1. The earth. 2. Something round like a ball. The ice cream was in the shape of a *globe.*
gloom'y (gloōm'ĭ). 1. Dark. 2. Sad; downcast. Her face was *gloomy.*
golf (gŏlf). A game played on a grass course with a small hard ball and sticks called clubs.
gown (goun). 1. Dress. My sister wore a beautiful yellow *gown* to the class dance. 2. Robe worn at night; nightgown.
grad'u ate (grăd'ū ăt). To finish a given course in school and receive a diploma or paper saying that this is so.
gram'mar (grăm'ĕr). The study of words and their use in sentences.
grammar grades. School grades between the primary and high school.
grant (grănt). 1. To admit; to agree to. 2. To give. He will *grant* us the right.
great'ly (grāt'lĭ). Very much.
gro'cer (grō'sĕr). Man who keeps a store where groceries are sold.
gro'cer y (grō'sĕr ĭ). Shop where foods are sold, such as tea, coffee, sugar, flour, etc.
group (grōōp). Number of people or things.
growth (grō*th*). 1. Size to which a thing usually grows. 2. Something growing; as, a *growth* of hemlocks.

3. Amount grown. The man had three days' *growth* of beard.

guilt'y (gĭl'tĭ). 1. Having done wrong. 2. Blamable for something; as, a *guilty* person.

han'dled (hăn'd'ld). 1. Touched. 2. Dealt or traded in. Walters *handled* both drygoods and hardware.

hand'y (hăn'dĭ). 1. Skilful. Our hired man is *handy* about carpentering. 2. Near at hand; convenient. The church is *handy* to the village.

handy man. One useful in many kinds of odd jobs. Ask the *handy man* to mend the chair.

har'bour (här'bẽr). A protected piece of calm water, safe for ships to anchor in.

hard'ware' (härd'wâr'). Articles made of metal, as nails, locks, tools.

haste (hāst). Hurry.

head'ache' (hĕd'āk'). A pain in the head.

heav'ens (hĕv'ĕnz). 1. The skies. 2. The place where the angels are.

height (hīt). 1. Tallness. 2. Distance upward. The *height* of the tree was 50 feet. 3. The highest degree; the extreme. For him to go would be the *height* of foolishness.

ho'ly (hō'lĭ). 1. Very good; pure. 2. Sacred; as, the *holy* relics.

hor'ri ble (hŏr'ĭ b'l). Frightful; terrible.

hos'pi tal (hŏs'pĭt ăl). Place where sick people are treated.

host'ess (hōs'tĕs). 1. The woman who looks after passengers in an aeroplane. 2. Woman or girl who entertains another as guest. My *hostess* was charming.

how ev'er (hou ĕv'ẽr). 1. Nevertheless; for all that. 2. In whatever manner. We are always blamed *however* we behave.

huge (hūj). Very large.

hu'mour (hū'mẽr). 1. Temper; mood. 2. Sense of fun; wit. The *humour* in Stephen Leacock's stories makes us laugh.

hun'ger (hŭng'gẽr). Painful desire for food.

hur'ried (hûr'ĭd). Moved quickly; moved with great speed.

hymns (hĭmz). Songs of praise to God.

I'd (īd). Contraction for *I had.*

i de'a (ī dē'ă). 1. Belief; an opinion held in mind. 2. The meaning, plan, or purpose of something.

ill'ness (ĭl'nĕs). Sickness.

im ag'ine (ĭ măj'ĭn). To picture in one's mind; to form an idea of.

im pos'si ble (ĭm pŏs'ĭ b'l). Not able to be done; not possible.

in clude' (ĭn klōōd'). To contain.

in creased' (ĭn krēst'). Grew larger.

in'dus try (ĭn'dŭs trĭ). 1. Business in general. 2. Some special branch of trade or manufacture; as, the steel *industry.*

in form' (ĭn fôrm'). To tell; to give knowledge.

in'for ma'tion (ĭn'fẽr mā'shŭn). Facts gained by studying, observing, reading, etc.

in'jure (ĭn'jẽr). To hurt; to harm.

in'jur y (ĭn'jẽr ĭ). Harm done to some person or object.

in sert' (ĭn sûrt'). To put in or into.

in sist' (ĭn sĭst'). To demand firmly and refuse to give way.

in spect' (ĭn spĕkt'). To look carefully at; to examine.

in tend'ed (ĭn tĕn'dĕd). Meant; planned.

in'ter est ed (ĭn'tẽr ĕs tĕd). Having the attention aroused or excited.

in vent' (ĭn vĕnt'). To think of or to make something new.

in ven'tion (ĭn vĕn'shŭn). Something made for the first time.

in'vi ta'tion (ĭn'vĭ tā'shŭn). Asking someone to go somewhere or to do something (generally agreeable).

it self' (ĭt sĕlf'). A strong form of *it*; used to strengthen a statement.

jeal'ous (jĕl'ŭs). 1. Careful; watchful. 2. Fearful that someone will prefer another to you. Robert was *jealous* of his baby brother.

jew'els (jōō'ĕlz). 1. Precious stones; gems. 2. Valuable ornaments set with gems. My *jewels* are my two rings and a bracelet.

job (jŏb). 1. Task. 2. Piece of work done for pay.

joint (joint). Part of body where two bones are joined.

judge (jŭj). 1. Officer chosen to hear and decide cases in court. 2. Person chosen to decide who wins in a contest. 3. Someone who knows the value of certain things. He is a fine *judge* of jewels.

jun'ior (jōōn'yẽr). Lower in rank, or younger; as, *junior* officers or *junior* members of a firm.

junior high school. A school consisting of grades seven, eight, and nine.

jus'tice (jŭs'tĭs). 1. Fairness. 2. Judge; as, a *justice* of the peace.

keen (kēn). 1. Sharp. 2. Cutting; cold; as, a *keen* wind.

kin'der gar'ten (kĭn'dẽr gär't'n). School for children under the first grade.

knowl'edge (nŏl'ĕj). What has been learned by study and living.

lan'tern (lăn'tẽrn). Case which protects a light from wind and rain.

lat'ter (lăt'ẽr). 1. The second mentioned of two things. 2. Later; as, the *latter* part of the afternoon.

law'yer (lô'yẽr). One who has studied law and practises it.

league (lēg). Union of persons, groups, or countries for some purpose.

length (lĕngth). 1. Longness; as, the *length* of a road. 2. Piece of something of a certain length; as, a *length* of pipe. **At length.** At last.

lib'er ty (lĭb'ẽr tĭ). 1. The rights of a person in a free country. 2. Freedom; the right to do as one pleases. 3. Too much boldness or freedom. The cat took *liberty* with my yarn.

light'ning (līt'nĭng). Bright flash of electricity coming from a cloud.

like'ly (līk'lĭ). 1. Probable. 2. Expected to happen. It is *likely* to rain tonight.

lit'er a ture (lĭt'ẽr ă tûr). The best writings of a time or country.

live'ly (līv'lĭ). 1. Full of action. 2. Always in motion; as, a *lively* child. 3. Quick; fast; as, a *lively* tune.

loan (lōn). Lending of money.

lo'cal (lō'kăl). 1. Near at hand. 2. Having to do with a small place or region; as, *local* politics.

lo'cat ed (lō'kāt ĕd). 1. Situated in a place. 2. Found. The doctor *located* the trouble. 3. Placed. They *located* the house on a hill.

lodge (lŏj). 1. Den of an animal. 2. A house. 3. Branch of a secret society. My father belongs to a *lodge.* 4. To stay in a place. We saw the needle drop and *lodge* in a crack.

loy'al (loi'ăl). Faithful; true.

man'age (măn'ĭj). To direct; to control.

man'ag er (măn'ĭj ẽr). One who directs or controls a business.

man'u fac'ture (măn'ū făk'tûr). 1. Business of making something. 2. To make or produce something; as, to *manufacture* clothing.

man'u fac'tur ing (măn'ū făk'tûr ĭng). 1. Making or producing something. 2. The business of making or producing something. He was engaged in *manufacturing.*

mar'ried (măr'ĭd). See **marry.**

mar'ry (măr'ĭ). To become husband and wife.

mass (măs). 1. Great quantity of anything; lump. 2. Quantity of anything that clings together. The gold melted into a *mass.*

may'or (mā'ẽr). Person at the head of a city.

meas'ure (mĕzh'ẽr). 1. To find out the size, weight, or extent of anything; to count. 2. An instrument used to *measure*; something used to find out how much is contained; as, a quart *measure.* 3. Extent; degree. The *measure* of our success is unknown.

med'al (mĕd'l). A piece of metal like a coin with figures and printing on it. He was given a *medal* for his bravery.

med'i cine (mĕd'ĭ sĭn). 1. Science of healing disease. 2. Something taken to cure or relieve sickness. The *medicine* tasted very bad.

mem'o ry (mĕm'ŏ rĭ). 1. Power of remembering. 2. Thing remembered. **In memory of.** Reminding one of. This present is *in memory of* our happy summer.

men'tion (mĕn'shŭn). 1. To speak of. 2. To speak of a thing by name. Did he *mention* any special girl?

mer'chant (mûr'chănt). 1. Person who buys and sells. 2. Used in trade; as, a *merchant* ship.

mere'ly (mēr'lĭ). 1. Only. 2. Simply, and nothing more; as, *merely* a child.

mes'sage (mĕs'ĭj). Notice sent from one person to another.

met'al (mĕt''l). A substance such as gold, silver, copper, bronze, etc.

meth'od (mĕth'ŭd). A way of doing something.

mid'night' (mĭd'nīt'). 12 o'clock at night.

mil'lion (mĭl'yŭn). Ten hundred thousand; a thousand thousand.

min'is ter (mĭn'ĭs tẽr). 1. One who preaches the gospel; the pastor of a church. 2. A person representing his country in another country; as, our *minister* to Brazil.

mis tak'en (mĭs tāk'ĕn). Wrong in opinions or actions.

mod'el (mŏd''l). 1. Thing or person so good as to be copied. 2. To shape out; as, to *model* in clay. 3. Small copy. He made a *model* of the sailboat.

month'ly (mŭnth'lĭ). 1. Coming once a month. 2. Something that appears once a month. That is a *monthly* magazine.

mood (mōōd). Person's state of mind and feelings at a certain time.

mo'tion (mō'shŭn). 1. Movement; changing place or position. 2. To make signs. Did you see me *motion*? 3. Idea suggested in a meeting. We voted on the *motion* to adjourn.

mount (mount). 1. To arrange on a background. 2. To get up on; as, to *mount* a horse. 3. To climb; as, to *mount* the stairs.

move'ment (mōōv'mĕnt). 1. The act of moving. 2. A series of acts moving toward a great purpose; as, the westward *movement.*

mu se'um (mū zē'ŭm). Building where collections of interest are shown to the public.

nat'u ral (năt'ū răl). 1. From birth; inborn. 2. As nature intended. 3. Real; not artificial; as, a *natural* curl.

nec'es sar'y (nĕs'ĕ sĕr'ĭ). Needed; required.

neg lect' (nĕg lĕkt'). 1. To fail to see. 2. To fail to care for or to pay attention to. Don't *neglect* your pets.

neigh'bour hood (nā'bẽr hŏŏd). Place or region near a person.

nei'ther (nē'thẽr). 1. Not either.

2. Not the one or the other. *Neither* wore a coat. 3. Nor yet. They sow not; *neither* do they reap.

nerve (nûrv). 1. Strength of mind; courage; power. 2. A fibre which connects a part of the body with the brain; as, a *nerve* in a tooth.

ninth (nīnth). Next after the eighth.

north'ern (nôr'*th*ērn). Toward the north.

not'ed (nōt'ĕd). Famous; celebrated.

no'ticed (nō'tĭst). Saw; observed.

ob ject' (ŏb jĕkt'). To argue against; to oppose.

ob'ject (ŏb'jĕkt). 1. A thing that can be felt or seen. What is that small *object*? 2. Purpose. At last he has obtained his *object*.

o blige' (ō blīj'). 1. To do a favour for. 2. To compel; to force. His mother will *oblige* him to go.

ob tain' (ŏb tān'). To get; to gain.

oc'cu py (ŏk'ū pī). 1. To fill. 2. To live in; as, to *occupy* a house. 3. To use. Jim likes to *occupy* his time in whittling.

of'fered (ôf'ĕrd). 1. Presented. 2. Proposed; as, *offered* a suggestion. 3. Made an offer to pay or give. My father *offered* five dollars for the skis.

of'fi cer (ôf'ĭ sĕr). 1. A policeman. 2. A person who holds rank above a private in the army. 3. A person who holds office in a company. The vice-president was the only *officer* who was able to attend the meeting.

o mit' (ō mĭt'). To leave out.

o mit'ted (ō mĭt'ĕd). See **omit.**

o'pened (ō'pĕnd). 1. Not shut. 2. Unfastened; unrolled. He *opened* the bundle. 3. Started; began. School *opened* last week.

o pin'ion (ō pĭn'yŭn). 1. Judgment. 2. A belief; a personal view of something. I should like to express my *opinion*.

op'po site (ŏp'ō zĭt). 1. Facing; position across from. 2. Entirely different. Yes is the *opposite* of No.

or'gan (ôr'găn). 1. A musical instrument with keys and pipes, making sounds by means of air blown by bellows. 2. Part of an animal or plant designed to do certain things. The liver is an *organ* of the body.

or'na ment (ôr'nȧ mĕnt). Something that adorns and makes pretty.

or'phan (ôr'făn). A child whose parents are dead.

our selves' (our sĕlvz'). Stronger form of *us*. We *ourselves* will do the problems.

out'fit (out'fĭt). All the things needed for some special purpose.

par'a graph (păr'ȧ grăf). A group of sentences that belong together because of keeping to one subject.

par'cels (pär'sĕlz). Bundles; boxes; packages.

par'lour (pär'lēr). Room in which guests are entertained.

parlour car. Railroad car of better than ordinary type, with single chairs, on which an extra fare is charged.

pas'sage (păs'ĭj). 1. Right to make a trip by water; a ticket. 2. Hall; way to pass through; as, a *passage* between the rooms. 3. Part of a book or speech; as, a *passage* of scripture.

pas'sen ger (păs'ĕn jĕr). Person who travels by train, bus, or aeroplane.

pa'tience (pā'shĕns). The ability to wait calmly for things to happen.

pa'tient (pā'shĕnt). 1. Able to bear things without complaint and to wait calmly. 2. Person under the care of a doctor.

pat'tern (păt'ĕrn). 1. The way a dress is cut. 2. Something used as a model. He copied the *pattern*. 3. Figures or designs on fabric, paper, etc. The *pattern* of the wallpaper was pretty.

pay'ment (pā'mĕnt). 1. Act of paying. 2. Money given for something. Can you make a *payment* next week?

pe'ri od (pēr'ĭ ŭd). 1. A portion of time. 2. The dot that marks the end of a sentence. 3. A length of time marked by some special event; as, the colonial *period* of history.

per mis'sion (pĕr mĭsh'ŭn). Leave; consent.

per mit' (pĕr mĭt'). To allow something to happen.

per'mit (pûr'mĭt). A written order allowing a person to do something. The captain gave us a *permit* to go on the ship.

pi'lot (pī'lŭt). Person who flies a plane or steers a ship.

pitch'er (pĭch'ĕr). 1. The player on a baseball team who throws the ball for the batter to hit. 2. Container with a handle, used for pouring out liquids.

plan'ning (plăn'ĭng). 1. Thinking up ways to do something. 2. Making a design for; as, *planning* a house.

plat'form' (plăt'fôrm'). 1. A raised level surface. 2. Beliefs of a party. Our *platform* was stated in the papers.

pledge (plĕj). 1. To promise. 2. Something given another to show that a promise will be fulfilled. He gave me a ring as *pledge*.

po'et (pō'ĕt). Person who writes poetry.

po'et ry (pō'ĕt rĭ). Expressing high and beautiful thoughts in verse.

poi'son (poi'z'n). 1. To fill with low and evil thoughts; to have a bad influence on. 2. Harmful substance which, if taken into the body, can kill a person. That drug is a deadly *poison*.

po lice' (pō lēs'). 1. Men chosen by a town or city government to keep order, make arrests, and prevent crime. 2. To keep in order. Three new officers were appointed to *police* the streets.

pol'ish (pŏl'ĭsh). 1. To work over until perfect. 2. To make shiny; as, to *polish* shoes.

pop'u la'tion (pŏp'ū lā'shŭn). The people in a place.

po si'tion (pō zĭsh'ŭn). 1. Place to which one is assigned in work or in a game. 2. Place. We were in a good *position* to see the game. 3. Bearing of the body; as, an erect *position*.

pos'si bly (pŏs'ĭ blĭ). Perhaps.

post'al (pōs'tȧl). 1. Having to do with the mail service; as, *postal* authorities.

prac'tice (prăk'tĭs). 1. The doing of something over and over to learn how to do it well. 2. Usual way. He follows the customary *practice*.

prac'tise (prăk'tĭs). 1. To do something over and over in order to learn to do it well. 2. To take up a lifework; as, to *practise* law.

prayer (prâr). 1. An appeal or offering to God. 2. The form of words used in praying.

pre'cious (prĕsh'ŭs). Of great value.

pre fer' (prē fûr'). To like better; to choose.

pre'mi er (prē'mĭ ĕr). 1. The first minister of a province; as, *premier* of Ontario. 2. Of the first rank; as, the *premier* place.

pre pare' (prē pâr'). 1. To get ready. 2. To make something. My aunt will *prepare* a mutton stew.

pre par'ing (prē pâr'ĭng). See **prepare.**

pre tend' (prē tĕnd'). To make believe.

pre vent' (prē vĕnt'). To stop; to keep something from happening.

pri'ma ry (prī'mĕr ĭ). 1. First in order, preparing for something higher. 2. Chief; most important.

prin'ci pal (prĭn'sĭ pȧl). 1. The person in charge of a school. 2. Chief; most important. The *principal* trouble was his lungs.

pris'on (prĭz''n). A place where one who breaks the law is confined.

prob'a bly (prŏb'ȧ blĭ). Very likely.

prof'it (prŏf'ĭt). 1. Something gained. 2. To benefit; to gain. I hope you will *profit* by your trip.

prog'ress (prŏg'rĕs). 1. Advancement to a better position; getting ahead. 2. Moving forward.

pro gress' (prō grĕs'). 1. To move forward; to proceed. 2. To make progress; to develop to a higher state.

prom'ise (prŏm'ĭs). 1. Reason for expecting success ahead. 2. Written or spoken word which binds a person to do something. He always keeps a *promise*.

pro mote' (prō mōt'). 1. To support; to help on. 2. To help the growth of; as, to *promote* friendship. 3. To advance from one grade to another; as, to *promote* pupils.

proof (prōōf). Evidence to show that something is true.

pur'chase (pûr'chĭs). 1. To buy. 2. That which is bought. Mother was well satisfied with my *purchase*.

pure (pūr). 1. Free from dirt or germs. 2. Without sin or evil; as, *pure* in heart. 3. Without mistakes. He speaks *pure* English. 4. Not mixed with other things; as, *pure* gold.

pur'pose (pûr'pŭs). Aim; what one intends to achieve. **On purpose.** Not by accident. He came later *on purpose*.

puz'zle (pŭz''l). 1. A hard thing to explain. 2. Hard work done for fun. I like to do a difficult crossword *puzzle*. 3. To be perplexed over. Even George had to *puzzle* over the meaning of the word.

rank (răngk). 1. Position; class. 2. Row; as, a *rank* of soldiers. 3. Strong; offensive. The fish had a *rank* odour.

rap'id (răp'ĭd). Very quick. **Rapids.** Part of a stream where the water runs very fast. The canoe shot through the *rapids*.

rap'id ly (răp'ĭd lĭ). See **rapid.**

rare (râr). 1. Not taking place often. 2. Unusual; as, a *rare* shell. 3. Not well cooked; as, *rare* meat. 4. Thin; as, *rare* atmosphere.

rates (rāts). 1. Fixed prices. 2. Amounts measured by special standards. The *rates* of speed differ in different states.

re ceipts' (rē sēts'). 1. Money taken in or received. 2. Signed papers showing that money has been received. 3. Directions for cooking something; recipes. Follow the *receipts* carefully.

re ceive' (rē sēv'). 1. To greet. 2. To acquire; to take. Did you *receive* an invitation; 3. To get. I shall *receive* a dollar for my work. 4. To take into one's house. We *receive* on Thursdays.

re ceiv'ing (rē sēv'ĭng). Getting; obtaining. See also **receive.**

re'cent ly (rē'sĕnt lĭ). Lately.

re cord' (rē kôrd'). To put down in order to preserve. Won't you *record* your experiences in writing?

rec'ord (rĕk'ĕrd). 1. Something pictured or written to preserve the account of a happening. 2. Disk or cylinder used on a phonograph. 3. The best that has been done. John holds the *record* for jumping.

re cov'er (rē kŭv'ĕr). 1. To get well. 2. To get back; as, *recover* a lost dog.

re fuse' (rē fūz'). To say No to.
ref'use (rĕf'ūs). Rubbish; waste. Put that *refuse* in the can.
re gard' (rē gärd'). 1. To consider; think of. 2. To look at. The cat appeared to *regard* me steadily. 3. To pay attention to; to respect. Always *regard* the feelings of others.
re gret' (rē grĕt'). 1. Sorrow. 2. To be sorry for. I *regret* my harsh words. **Regrets.** Not accepting an invitation; as, to send *regrets.*
reg'u lar (rĕg'ū lēr). 1. Occurring again and again at the same time. 2. Usual. We'll go by the *regular* path. 3. Orderly; as, *regular* habits.
re la'tion (rē lā'shŭn). 1. Connection. There was no *relation* between the storm and the accident. 2. Connection by family or marriage. An aunt was his nearest *relation.*
rel'a tives (rĕl'ȧ tĭvz). People related to one; as, father, mother, aunt, cousin, etc.
re lief' (rē lēf'). 1. The lessening of some burden. 2. That which gives aid or comfort. 3. Design that stands out from a background; as, a *relief* map.
re li'gion (rē lĭj'ŭn). 1. Way of faith. 2. Belief in God or gods.
re main'der (rē mān'dēr). 1. What is left; the rest. 2. *In subtraction:* Taking 6 from 11 leaves a *remainder* of 5. 3. *In division:* 4 goes into 6 once, leaving a *remainder* of 2.
re mind' (rē mīnd'). To make one remember.
re move' (rē mōōv'). 1. To take out or away. 2. To get rid of. Let's *remove* the cause of the trouble. 3. To move to a new place. They propose to *remove* the church to another location.
re pair' (rē pâr'). 1. Good working condition. 2. To put into running order; to fix; as, to *repair* a machine.
re peat' (rē pēt'). 1. To do over again. 2. To say over again. Please *repeat* the first verse. 3. To say after another. *Repeat* what I have just said.
re quest' (rē kwĕst'). 1. That which is asked for; an entreaty. 2. To ask for; as, to *request* a favour.
re quire' (rē kwīr'). 1. To need. 2. To demand. I *require* instant obedience.
res'cue (rĕs'kū). To save from danger.
re serve' (rē zûrv'). To set aside for future use.
re spect'ful ly (rē spĕkt'fo͝ol ĭ). With politeness and esteem.
re tire' (rē tīr'). 1. To withdraw from active life. 2. To go to bed.
re ward' (rē wôrd'). 1. Return for doing something. 2. To give something in return for a service. I shall *reward* the finder. 3. Martha won the *reward* for excellence in spelling last year.
risk (rĭsk). 1. Chance of harm happening to one; danger. 2. To take a chance of harm or loss. Harold was willing to *risk* his life for the child.
route (ro͞ot). The way to be travelled; road.
roy'al (roi'ăl). Of kings and queens or their families.
rushed (rŭsht). 1. Sent with great speed and haste. 2. Moved very rapidly. The truck *rushed* past us.

safe'ly (sāf'lĭ). In a safe way; free from harm or danger.
sal'ad (săl'ăd). Cold vegetables, greens, meat, or fruit served with a dressing.
sal'a ry (săl'ȧ rĭ). Fixed payment given at certain regular times for services.
sa lute' (sȧ lūt'). 1. To honour in some formal way. 2. Special position of the hand, rifle, sword, etc. when a superior officer is met. 3. To honour by a discharge of cannon, dipping of colours, etc. The battery fired a *salute* of eight guns.
sam'ple (sâm'p'l). A small part which shows what the whole is like.
sand'wich (sănd'wĭch). Two slices of bread put together with a filling of meat, cheese, or jelly, etc.
sat'in (săt'ĭn). A silk fabric, very smooth and glossy.
sat'is fied (săt'ĭs fīd). 1. Suited; contented. 2. Fulfilled. He *satisfied* his desire to travel.
sat'is fy (săt'ĭs fī). To please. See also **satisfied.**
sav'age (săv'ĭj). 1. Strong; fierce; violent. 2. Cruel; dangerous; as, a *savage* dog. 3. Human being living like an animal. The *savage* was watching the visitors with a fierce look.
scene (sēn). 1. Action going on in one's view. 2. Part of an act of a play; as, the second *scene.* 3. Place where something occurs. This corner was the *scene* of the accident.
scen'er y (sēn'ēr ĭ). 1. Attractive view of the out of doors. 2. Painted hangings in a play. 3. General look of a place. The *scenery* was dull and uninviting.
sci'ence (sī'ĕns). 1. Knowledge about a subject arranged in an orderly system. 2. Any department of knowledge arranged in a system; as, the *science* of astronomy.
scrap (skrăp). 1. Small piece. 2. Food and other things thrown away as useless. We collect *scrap* iron.
sec'tion (sĕk'shŭn). 1. A part. 2. Region; as, the Blue Hill *section.* 3. Something cut straight through; as, cross *section* of an orange.
sel'dom (sĕl'dŭm). Not often; rarely.
se lect' (sē lĕkt'). To choose.
self'ish (sĕl'fĭsh). Thinking only of oneself, never of others.
sense (sĕns). 1. To feel the nearness of. 2. Meaning. There is no *sense* in that idea. 3. One of the five senses — hearing, sight, smell, taste, touch.
sen'tence (sĕn'tĕns). 1. Decision in regard to punishment for a criminal. 2. Group of words expressing a complete thought. 3. To determine a punishment for; as, to *sentence* a prisoner.
sep'a rate (sĕp'ȧ rāt). 1. To go away from. 2. To divide. We'll *separate* the candy into three parts.
sep'a rate (sĕp'ȧ rĭt). Not connected. The families had *separate* cabins.
se'ri ous (sēr'ĭ ŭs). 1. Grave; thoughtful. 2. Important; as, a *serious* problem. 3. Dangerous; as, a *serious* accident.
serve (sûrv). 1. To work for. 2. To set before; as, to *serve* food. 3. Do duty as a soldier; as, to *serve* in the army. 4. To put the ball in play; as, to *serve* in tennis.
serv'ice (sûr'vĭs). 1. Way of being looked after; attentions. 2. Duty done or required. 3. A religious meeting; as, a church *service.* 4. Doing duty in the army or navy.
set'tled (sĕt''ld). 1. Filled with people; colonized. 2. Sank to the bottom. The tea leaves *settled* in the cup. 3. Decided. He *settled* the dispute.
sev'en teen' (sĕv'ĕn tēn'). Ten and seven.
shad'ow (shăd'ō). 1. Darkness. 2. Shade made by some body. 3. To follow closely. The spy will *shadow* his footsteps.
shel'ter (shĕl'tĕr). 1. That which covers or protects; a refuge. 2. To protect. Trees *shelter* the house.
shep'herds (shĕp'ĕrdz). Men who look after or tend sheep.
shook (sho͝ok). Moved from side to side.
sick'ness (sĭk'nĕs). Disease; poor health.
sig'nal (sĭg'năl). Sign agreed upon to show something is to be done.
si'lence (sī'lĕns). 1. Perfect quiet. 2. To stop someone from making a noise.
sim'ply (sĭm'plĭ). 1. Merely. 2. In a simple way; as, *simply* dressed. 3. Altogether; wholly. It is *simply* perfect.
sixth (sĭksth). Coming after the fifth and before the seventh.
slight (slīt). 1. Slim and light. 2. Small. The play was of *slight* interest. 3. Not pay attention to; to snub or treat with discourtesy. Don't *slight* the new girl.
so'cial (sō'shăl). 1. Concerned with people as a group. 2. Friendly for amusement; as, a *social* gathering.
sor'row (sŏr'ō). Sadness.
source (sōrs). Place from which something comes.
south'ern (sŭth'ĕrn). In or toward the south.
spe'cial (spĕsh'ăl). 1. Unusual. 2. For a particular purpose. He had *special* permission to go.
speech (spēch). 1. What is said; talk. 2. The power of talking. The tongue is one organ of *speech.* 3. A formal talk to the public.
spir'it (spĭr'ĭt). 1. A person's inward nature. 2. Being without body; as, *spirit* of the dead. **Spirits.** Temper; mood; as, to be in good *spirits.*
spite (spīt). Ill will; grudge. They snubbed us out of *spite.* **In spite of.** Not prevented by.
splen'did (splĕn'dĭd). 1. Very wonderful. 2. Brilliant; showy. The knights were in *splendid* armour.
sports (spōrts). Games, usually played out of doors.
stage (stāj). 1. One step in a process of development. 2. A raised platform. 3. Stagecoach. In olden days they travelled by *stage.*
stake (stāk). 1. Pointed stick for driving into ground. 2. To mark the boundaries of; as, to *stake* out a lot. **At stake.** Involved. His fortune is *at stake.*
stand'ard (stăn'dērd). 1. Something used as a model or for comparison with other things of the same kind. 2. Flag or emblem. 3. Rule set up for measuring something; as *standard* of weights and measures.
stat'ue (stăt'ū). Image carved in a solid material like marble, bronze or wood.
steer (stēr). 1. To guide; to direct. 2. Young ox or male of beef cattle.
stiff (stĭf). 1. Not moving easily. 2. Thick; as, a *stiff* mixture. 3. Strong; as, a *stiff* breeze.
strength (strĕngth). Power; force.
stretch (strĕch). 1. Extent; unbroken length. 2. To draw out; as, to *stretch* a rubber band. 3. To reach; to extend. The beach seemed to *stretch* for miles.
strict (strĭkt). Exact in following rules or principles.
struck (strŭk). 1. Hit. 2. Sounded. The clock *struck.* **Struck out.** Made to fail three times running in hitting a baseball.
stu'dent (stū'dĕnt). Person who is studying.
style (stīl). 1. Fashion. 2. Way of writing; as, an author's *style.* 3. Way of doing something; as *style* of walking.
suc ceed' (sŭk sēd'). 1. To complete something satisfactorily. 2. To follow. One day would *succeed* another.

suc cess' (sŭk sĕs'). Result wished for; good fortune.
suc cess'ful (sŭk sĕs'fo͝ol). 1. Able to complete something satisfactorily. 2. Achieving success; prosperous.
sug gest' (sŭg jĕst'). 1. To hint. 2. To bring forward an idea. I *suggest* a walk.
sup port' (sŭ pōrt'). 1. Help; aid. 2. To hold up. The rafters *support* the house. 3. To provide for. Can't he *support* his family?
sup posed' (sŭ pōzd'). 1. Believed; imagined. 2. Took for granted. We *supposed* he had gone home.
sur'face (sûr'fĭs). Outside; outer part.
sur round' (sŭ round'). To enclose on all sides.
swal'low (swŏl'ō). 1. To pass food from the mouth into the stomach. 2. The motion of swallowing. 3. The amount swallowed at one time; as, a *swallow* of food.
swamp (swŏmp). Wet soft land; marsh.
sys'tem (sĭs'tĕm). 1. Group of things which together form a whole. 2. Order; plan. He has a good *system* of study. 3. The human body as a whole. Your *system* is not in good condition. 4. A method of classifying.

task (tăsk). Piece of work to be done.
tax (tăks). Money paid city, town, or national government for support.
tease (tēz). To annoy.
tem'per (tĕm'pĕr). 1. Usual state of a person's mind; disposition. 2. Calmness; as, to lose one's *temper*. 3. To bring to a proper degree of hardness or softness; as, to *temper* steel.
tem'per a ture (tĕm'pĕr *ȧ* t͟ur). Degree of coolness or heat.
tem'ple (tĕm'p'l). 1. A building used for the worship of a god or gods. 2. Flat space on either side of the forehead.
ten'der (tĕn'dĕr). 1. Not hard or tough; soft. 2. Easily hurt; as, *tender* feelings. 3. To offer. Did they *tender* their regrets?
ten'nis (tĕn'ĭs). Game in which a ball is sent back and forth over a net by means of a racket.
the'a tre (thē'*ȧ* tĕr). 1. Art of the drama — the giving and writing of plays. 2. A building in which plays and moving pictures are given.
there'fore (thâr'fōr). 1. For that reason. 2. As a result of something. *Therefore*, we left.
thirst'y (thûrs'tĭ). Desiring something to drink.
thrift (thrĭft). Careful habits of spending.
thrill (thrĭl). An excited, tingling feeling.
thrown (thrōn). Cast; flung.
tie (tī). 1. A bond. 2. To make a bow or knot. 3. Necktie.
tim'id (tĭm'ĭd). Fearful; easily frightened.
ti'tle (tī't'l). 1. The right to be called by a name of rank or honour. 2. The name given to a book. 3. Name showing rank or occupation; as, *title* of professor.
to ma'toes (tō mā'tōz). Red (or yellow) juicy fruits used as vegetables.
top'ic (tŏp'ĭk). Subject.
to'tal (tō'tăl). Whole amount.
touch'downs (tŭch'dounz). Acts of scoring in football when a player carries the ball across the opponents' line or receives the ball behind the goal line.
tough (tŭf). 1. Able to stand great strain. 2. Bending without breaking; as, *tough* material. 3. Hard to cut; as, *tough* meat.
tour'ist (to͝or'ĭst). Person who travels for amusement.
tour'na ment (to͝or'nȧ mĕnt). 1. A contest of many persons in a sport. 2. *In olden times:* Contest of two knights on horseback, with lances.
trace (trās). 1. To discover by studying remains or evidence. 2. To copy; as, *trace* with a pencil. 3. Mark. The dog left no *trace*.
traf'fic (trăf'ĭk). 1. Cars, people, wagons, etc. coming and going. 2. Trade. There was heavy *traffic* in furs.
train'ing (trān'ĭng). 1. Process of being developed along some line. 2. Bringing up; as, *training* children. 3. Developing strength, endurance, skill, etc.; as, *training* soldiers.
trav'el ling (trăv'ĕl ĭng). Going from one place to another.
treas'ure (trĕzh'ĕr). Something valued and carefully preserved.
tri'al (trī'ăl). 1. Examining a person in court and deciding on his case. 2. Tryout; test. Let's give the measure a *trial*.
troop (tro͞op). 1. Name given to a group of boy scouts. 2. A group of people; a company. 3. Part of a cavalry squadron under a captain. 4. To move in a band. The crowd would always *troop* after him.
tun'nel (tŭn'ĕl). An underground passage.
twelfth (twĕlfth). Between the eleventh and the thirteenth.
twi'light' (twī'līt'). Time between sunset and dark.
type (tīp). 1. Kind. 2. Pieces of metal with letters on top, used for printing. 3. To write on a typewriter.

ug'ly (ŭg'lĭ). Unpleasant to look at.
um'pire (ŭm'pīr). Person who decides on plays in a game.
un a'ble (ŭn ā'b'l). Not able.
u'ni form (ū'nĭ fôrm). 1. Not changing; always the same. 2. Suit of the same kind worn by people in special work. 3. All alike. The cakes were of *uniform* shape.
un'ion (ūn'yŭn). 1. Joining together. 2. A group of workers banded together to promote their interests; as, a labour *union*.
u nite' (ū nīt'). 1. To join with. 2. To become one. The streams *unite*.
u'ni verse (ū'nĭ vûrs). Everything there is; all creation.
un known' (ŭn nōn'). Not known.
us'ing (ūz'ĭng). Making use of for a special purpose.
u'su al ly (ū'zho͞o ăl ĭ). Almost always; ordinarily.

va'cant (vā'kănt). 1. Empty; not filled. 2. Idle; as, *vacant* hours.
vain (vān). 1. Proud; as, a *vain* person. 2. Having no results; as, a *vain* attempt. **In vain.** Without success.
val'u a ble (văl'ū *ȧ* b'l). Worthwhile.
ves'sel (vĕs''l). 1. Ship. 2. A holder; container. A cup is a *vessel*.
vic'tim (vĭk'tĭm). Person or animal hurt or killed in an accident.
vic'to ry (vĭk'tō rĭ). 1. Winning something. 2. Success in a contest or fight. The Dodgers gained the *victory*.

wan'der (wŏn'dĕr). 1. To move about aimlessly. 2. To stray out of the right way. His mind is apt to *wander*.
wealth'y (wĕl'thĭ). Very rich.
week'ly (wēk'lĭ) Happening every week.
weight (wāt). 1. Heaviness of something. 2. Piece of metal used to weigh things; as, a pound *weight*.
we'll (wēl). Contraction for *we shall* and *we will*.
we've (wēv). Contraction for *we have*.
what ev'er (hwŏt ĕv'ĕr). 1. No matter what. 2. Anything that. I'll do *whatever* you say.
whom (ho͞om). *Who* in the objective case used as object.
win'ning (wĭn'ĭng). 1. About to come out ahead. 2. Beating. The girls were *winning*. 3. Obtaining; as, *winning* consent.
with in' (wĭth ĭn'). 1. Inside of. 2. Inside. Step *within*.
wor'ried (wûr'ĭd). Felt anxious.
wor'ry (wûr'ĭ). 1. To feel great care; to fret. 2. To trouble or torment.
wor'ship (wûr'shĭp). 1. To take part in a religious service. 2. To pay honour and respect to; as, to *worship* God. 3. To hold very dear; as, to *worship* money.
wounds (wo͞ondz). 1. Hurts or injuries. 2. Hurts. She *wounds* his feelings.
writ'er (rīt'ĕr). A person whose work is writing books and materials for others to read.

yield (yēld). 1. To give in. 2. To produce. The orchard will *yield* well this year. 3. To produce as payment on what is invested; as, *yield* a good income.
you're (yo͝or). Contraction for *you are*.

zone (zōn). 1. One of five circular divisions of the globe, bounded by lines parallel to the equator. 2. Region set off for some purpose; as, a safety *zone*.

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How to Use Your Workbook

My Workbook Spelling contains six units. In every unit there are six lessons, each of which is planned for the work of one week. In the first five lessons of every unit you will learn twenty New Words. The sixth lesson of the unit is always a review.

Each day of the week you will do something different that will help you to learn the words and use them with skill. Be sure that you understand the plan for each day's work before you begin Lesson 1.

On this page you will find the steps for study during the weeks that you study New Words. The plan for Review Week is given on page 11.

On Monday, Get Acquainted with Your New Words

1. Your teacher or one of your classmates will read the story aloud.
2. Read the story silently to yourself. Be sure that you can pronounce every word. Then discuss the story with your classmates.
3. Find each of the New Words in the story. Pronounce them carefully. Make sure that you know what each one means.
4. Use each of the New Words in a sentence.
5. Copy the New Words.

On Tuesday, Look into Your New Words

With the lesson for each week you will find a number of exercises called *Working with Words.* Do these exercises on Tuesday.

On Wednesday, Take Your First Test

1. Find the place in your workbook where it says *My First Test.*
2. Listen carefully as your teacher pronounces each word. Then say each word softly to yourself. Write each word after its number.
3. Correct your test. Count the number of words that you spelled right. Write the number right on your paper. This is your first score.
4. Put a cross (X) after each word that you misspelled. These are your Hard Words. Write each of your Hard Words correctly in the spaces provided

On Thursday, Learn to Spell Your Hard Words

1. Find the place where it says *I Study My Hard Words.* Study each word that you misspelled on Wednesday. Use these rules for learning the words that you misspelled:

How to Learn to Spell

1. Look at the word and say it softly to yourself. Be sure to hear every sound correctly.
2. Look at the word and say each letter in it.
3. Cover the word or close your eyes. Try to say each letter of the word without looking at it.
4. Look at the word and copy it. Use a separate piece of paper.
5. Write the word three times without looking at your book. Check the spelling. If you made a mistake, start again with the first rule in this list.
6. When you know the Hard Word, write it in your workbook in the proper space.

2. Study every Hard Word the same way.
3. Beginning with Lesson 2, you will have eight Review Words each week. Study the Review Words when you have learned all the New Words. Study also the words that you misspelled on the last Friday's test.
4. If you have time left, learn to spell the Other Words to Spell. You will find the first list of these words in Lesson 2.

On Friday, Take Your Last Test

1. Turn to the back of your workbook and find the space for the test.
2. Listen carefully as your teacher pronounces each New Word and Review Word. Write each word.
3. Correct your test. Put a X after each word that you misspelled. Count the number of words that you spelled right. This is your score.
4. Write the words that you misspelled in the space in the next lesson called *Words I Misspelled Last Friday's Test.*
5. Keep your record on the Progress Chart, page 96.

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